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ABSTRACT

The Longitudinal Study of Adult Literacy Participants was designed to assess the long-term impacts of adult literacy programs on quality of life. During the second year, a follow-up interview was used to survey socioeconomic, personal, social, and health changes. Baseline data for Cohort 1 and Cohort 2 were compared in four major areas: demographic characteristics, employment comparisons, self-esteem, and marriage, family, and health issues. Results of follow-up interviews with Cohort 1 approximately 12-20 months after the initial interviews indicated the following: over half of the participants were no longer enrolled in the adult basic education (ABE) program; nearly all reported participation made a difference; almost half noted that the biggest change occurred in reading/writing/math improvement; new employment gain was 9 percent; all who gained a job left the program; the group of continued employed enjoyed highest self-esteem; the recently employed showed the highest gain in self-esteem; 61 percent felt better about their children's progress in school and 53 percent felt better about their relationship with their child; 84 percent reported changes in everyday use of literacy; and participants were more likely to report being healthy. ABE policy implications fell into five areas: participation, employment, self-esteem, involvement with children, and everyday literacy. (Appendixes include Baseline 1 vs. Baseline 2 frequencies, Cohort 1 follow-up frequencies, and follow-up questionnaire.) Contains nine references. (YLB)

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# LONGITUDINAL STUDY OF ADULT LITERACY PARTICIPANTS IN TENNESSEE

## YEAR TWO REPORT

by Juliet Merrifield
Michael K. Smith
Kathryn Rea
Donal Crosse

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# I. INTRODUCTION

# I. INTRODUCTION

This is the second report in the series describing results of the Longitudinal Study of Adult Literacy Participants in Tennessee. The study was initiated in 1990 at the request of the Executive Director of the Division of Adult and Community Education of the Tennessee Department of Education, who needed research on the long-term impacts of literacy education.

The first report from the study, the Year One Report (available from the Center for Literacy Studies, The University of Tennessee, Knoxville) describes the history of the study's development, related literature on outcomes research, and the methodology of our study. It describes the baseline data on Cohort One of the study.

In this report we will only briefly describe the methodology of the study and the process by which data is collected. The main focus of this report is the first round of follow-up data which allow us to characterize some of the changes taking place in the lives of the individuals who were described in the Year One Report.

## THE STUDY

The overall goal of the Longitudinal Study of Adult Literacy Participants in Tennessee is to assess the long-term impacts of adult literacy programs on the quality of life of participants. Our interest is not so much in whether participating adults gain skills, but in the question, "What difference does literacy education make in the lives of individuals?"

Three objectives shape the study's design and conduct:

1. To expand our understanding of how participation in literacy programs changes adults' quality of life, with a focus on four main areas:

    - socio-economic well-being (jobs, income, survival)
    - social well-being (family and community life)
    - personal well-being (self esteem, life satisfaction)
    - physical well-being (health and access to health care)

2. To examine the influence of community and program contexts on these outcomes. Within the contexts of their literacy programs and their communities, individuals change skills, perceptions and attitudes. Resulting changes are likely to be affected not only by individual factors but also by their contexts, and by the meaning for them of these changes.

3. To provide findings for policy makers and program developers to inform development of future adult basic skills programs.

The broad sweep of the study and the recognition of the importance both of contexts and meanings led us to a research design that looks through two sets of lenses. Through one lens we gather quantifiable data about the lives of individuals in the study, over time. The primary tool of this lens is a series of surveys carried out through interviews when individuals enter adult literacy programs and at successive time intervals. This report is on some of this survey data.

The other lens is also important, although not as well developed as we had originally hoped. Through the second lens we look at contexts and meanings through qualitative research methods. We plan and have begun a series of qualitative case studies of individuals, programs and communities.

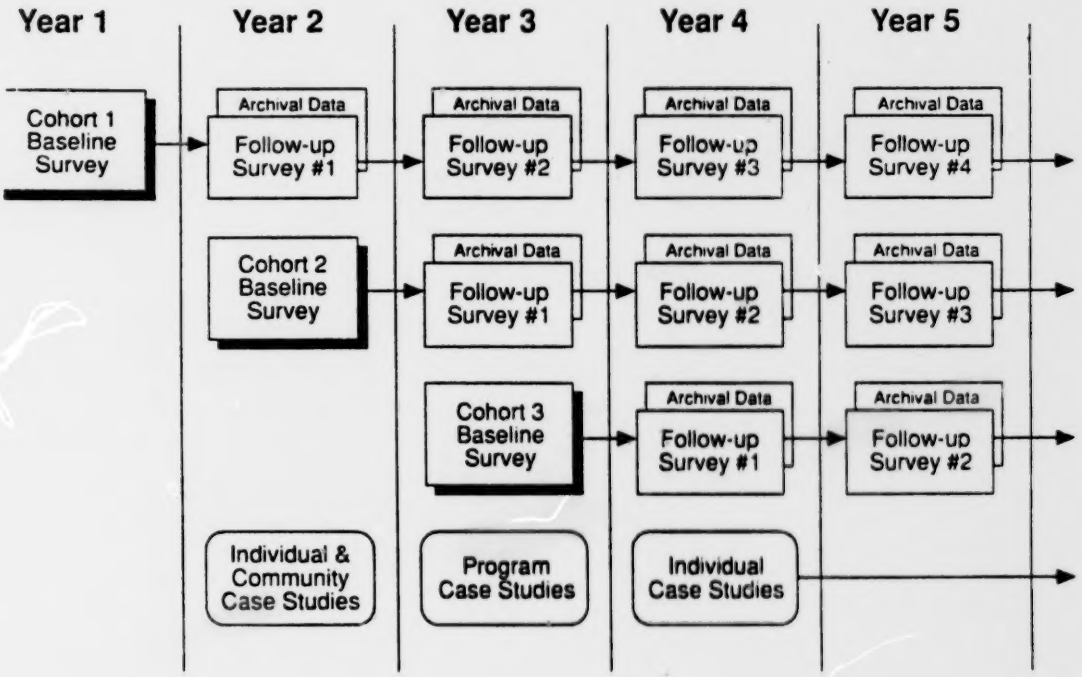
**1. Longitudinal Survey**

Because of the inherent difficulty of measuring change in adults, the study is gathering quantitative data in two ways: through a series of annual "snapshots" of groups of literacy students (a time series design); and also through a "motion picture" of the same individuals over a period of years (a longitudinal design).

The time series gives us a series of views of particular groups of individuals. In each of the first three years of the study we have selected "cohorts" for the study. Each cohort consists of individuals who entered adult literacy (Level One) programs at the nine research sites across the state of Tennessee during one program year. The first cohort, whose baseline data were described in the Year One Report, entered the literacy programs during 1991-92. The second cohort entered the same literacy programs in 1992-93, while the third cohort entered and were interviewed during 1993-94. **Chart 1** shows the cohorts by year. The time series design allows us to look at any changes that might occur in the population: perhaps over time different kinds of people enter literacy programs, for example through the growth of the JOBS program during the study's time frame. It also allows us to assess changes in the overall context: for example perhaps the employment status of literacy students changes as employment rates or the job market change in the state as a whole.

The longitudinal series design on the other hand allows us to follow individuals over time. It too is actually a series of still shots, since people are interviewed at approximately yearly intervals, but nevertheless taken together the series of interviews allows us to detect changes in the lives of the same individuals over time. Over time, too, the longitudinal series will allow us to compare any differences we find in the changes taking place among individuals from different contexts (including individual demographic and other differences, as well as different literacy programs and different communities).

**Longitudinal Study of Adult Literacy Participants in Tennessee**
Center for Literacy Studies, University of Tennessee, Knoxville, TN



Most longitudinal studies have interviewed people at a later date and asked them to think back to how they were before they started the program to identify changes. Our study is stronger in that it has baseline as well as follow-up data on participants. We ask many of the same questions in both the baseline and follow-up interviews, so we can plot changes in the individual's responses. We also ask in the follow-up for people to reflect on how they see changes in their lives.

Tracking individuals over time is very challenging, which is why few studies have attempted it (notable exceptions include Beder, 1992; Darkenwald and Valentine, 1984; Cervero, 1983 and Kent, 1973). The adult literacy population is quite mobile (almost a third of our Cohort One had moved in the year before they were first interviewed). They are often hard to reach, having no phones, unreliable transportation and sometimes no home of their own. Because many rely on public assistance, they may be suspicious of interviewers asking questions about work, income and dependent, fearful that information will be passed to the government agencies which control their food stamps, social security or AFDC payments.

Before we started our research we were warned by demographers who study low income populations to expect a 50 percent "mortality" rate per year in our sample, which translated means that we can expect that each year we follow a cohort we will be able to find and interview only half of the number of the year before. We are therefore pleased to have been able to reach and interview 70 percent of Cohort One for this report.

**2. Qualitative case studies**

The quantitative data produced by the surveys are important. They show us what changes are happening and for whom, and indicate patterns and relationships. However, our ability to interpret the meaning of quantitative data is always limited. In order to understand the patterns which the quantitative data suggest we need a way to explore their contexts and their meanings for participants. The study design includes qualitative research to provide these insights through case studies of individual participants, the programs and their communities.

**Individual case studies** consist of in-depth qualitative interviews with individual study participants through we can explore with them the changes taking place in their lives and the meaning for them of these changes.

**Program case studies** enable us to describe differences in the literacy programs themselves, within which individual participants gain skills and make changes in their lives. Differences in program contexts may affect individual outcomes in a variety of ways. For example if particular programs or teachers regularly take students to the local library and get them a library card, if they focus on life skills and not just academic reading, writing and math skills, we might expect to see different impacts on everyday literacy activities. If particular programs or teachers regularly register students to vote and include discussions on current affairs in their classrooms, we might expect to see different impacts on citizenship. If

programs are closely linked with other community organizations and institutions we might expect to see different impacts on community involvement.

**Community case studies** allow us to explore constraints and enablers in the community setting. The local labor market, for example -- the kinds of jobs available and their skill demands -- might be expected to have a significant impact on employment outcomes for literacy participants. The "health" and activity level of community organizations like churches, neighborhood groups and unions might be expected to impact community involvement of literacy participants.

These qualitative components of the study have been begun, but because of funding limitations are much less well developed than we had hoped by this time. Community case studies have been conducted in two communities, and community level data collected for all nine research sites. A pilot program case study has been conducted in the current year in one site, in order to design program case studies to be conducted in Year Four at the other sites. Individual case studies which provide insights into the study have been conducted in both Year One and Year Three, although not with individuals who are part of our database. We hope to be able to focus more on the qualitative components of the study in Year Four, when no additional baseline data will be collected.

## YEAR TWO REPORT

This report is about change. Its major component is analysis of the first round of follow-up interviews with Cohort One, conducted a year to eighteen months after their baseline interview. The report also describes the baseline data on Cohort Two and compares the baseline data for Cohort One and Cohort Two.

This is a technical report, designed to report in depth on the data and the analyses we have conducted. It will be followed later in 1994 by a summary report designed to highlight the major findings with implications for policy and practice.

A detailed description of the study methodology is provided in the Year One Report, and only a brief overview is reported here.

- For Cohort One eight ABE Level One programs were selected as research sites, using the paired comparison method which enables a sample of counties to be drawn which are as representative as possible of other counties in their area of the state. They include both urban and rural programs, and are in the three grand divisions of the state.

- Participants were selected by the local ABE program staff. In order to qualify for the study they had to be new entrants (that is, not enrolled the previous program year). They also had to score at or below 5.9 on the reading components of the ABLE test. In the smaller programs, all qualifying new students were asked to participate in the

study. In the larger programs (particularly Memphis ABE) a sample of students was invited to participate, drawn from particular sites and particular class times.

- Qualifying students who agreed to take part in the study were interviewed by ABE program staff within a month of entering the program. Most programs carried out the interviews as part of their intake and assessment process, before new students entered class. A few programs chose to wait and interview students at their first or second class.

We acknowledge that the process of selecting and interviewing participants was imperfect in several ways. In Cohort One in particular one large urban site biased their sample by not interviewing students who entered by referral from the Department of Human Services (thus under-representing people who are unemployed). Another program did not interview students coming to the night classes (thus under-representing people who are employed). Because of staffing shortages most programs did not catch everyone who qualified for the study, lowering the sample size although with no apparent patterns of bias. Some people refused to be interviewed, although that does not seem to have been a substantial number.

Most of these issues were able to be addressed for Cohorts Two and Three, for which an additional research site was added, boosting the sample size in middle Tennessee.

One issue which particularly affects this report is that not everyone who was interviewed for Cohort One agreed to be part of the follow-up. The total baseline interviews for Cohort One was 133, but only 101 of these agreed to take part in the follow-up. Most of the refusals for follow-up came from one research site, Memphis, and since it is urban and has a higher African American population than the other areas these Memphis refusals change the demographics of the group. In our analysis of change we compare only the baseline data for the people who were followed.

A copy of the follow-up interview is attached in **Appendix 3**. The questionnaire includes many of the same questions as the baseline questionnaire, with some new ones asking people to reflect on changes in their lives. The questions address the four areas of quality of life in the research objectives:

- socio-economic changes
- personal changes
- social changes
- health changes

Unlike the baseline interviews, the follow-up interviews were not always conducted by ABE program staff. In some sites, particularly the smaller rural communities, ABE program staff did track down and interview the study participants. In other sites we identified and trained other interviewers. Almost all the interviews were conducted in person, but nine were conducted by phone when it proved difficult to contact the person directly. Of the people we

did not reach, sixteen had moved with no forwarding address, eight refused to be interviewed, three had moved out of state, one was in jail, one hospitalized, and one deceased.
Quality control checks were made on a random sample of 10 percent of the completed interviews. Research staff telephoned participants to check that they had been interviewed and asked a couple of the interview questions to check on responses.

Data analysis was carried out in several stages over the course of 1993-94. In the first phase we obtained frequency distributions which allowed us to look at the overall characteristics of the sample and profile sub-groups. Frequency tables for Cohort 1 Follow-up are presented in **Appendix 2.**

In the next stage we targeted the major areas of inquiry suggested by the research objectives and the findings of the baseline analysis. The Longitudinal Study at this phase consists of two data points: baseline and first followup. Various statistics related to change data were utilized depending on the specific hypothesis tested.

**Limitations of the study**

There are several limitations of this research of which the reader should be aware. First, the sample sizes are small. As the study progresses we will be able to combine Cohorts to achieve larger sample sizes. But in this particular report we examine changes in only 70 individuals. It will be noted that cell sizes are often small, and when that is the case patterns may appear that would not hold up with larger sample sizes. We have tried to note the limitations of sample size throughout the analysis when it affects a finding.

Secondly, the sample is not fully representative of ABE literacy students in Tennessee. It is subject to biases, some known and some unknown. The original Cohort One baseline demographics were consistent with those known for all ABE Level One students in Tennessee with one notable exception: our Cohort over-represents African Americans. Statewide, 29 percent of ABE-1 students in 1991-92 were black. In our Cohort One 58 percent were black, however in the group followed-up, 47 percent were black.

Thirdly, there is no true comparison group in our study. It was beyond our means to obtain a representative sample of adults who would be eligible for the study but did not enroll in ABE. We are able to compare outcomes for those who enrolled but did not participate in any significant way in the ABE program, with outcomes for those who spent a substantial number of hours in instruction. This comparison may be valuable because the two groups are similar in the sense that both took a step to change their lives: both enrolled in an educational program, and both may be motivated to make other changes in their lives as well. But only one group is likely to have made significant skill gains: the ones who participated in classes.

Finally, we must note that all the data is self-reported. Like any such study we have to assume that people told us the truth as best they knew it. In some cases they may have wanted to present themselves in the best possible light. In some cases they may have wanted to obscure personal information. These limitations must be borne in mind as the findings are reviewed.

**The Report**

Following this introduction, the report has three major sections. First we compare the baseline data for cohorts 1 and 2. Second we report on follow-up data for cohort 1. This section has four parts: ABE program status, employment changes and a final part on marriage, family, community involvement, everyday literacy and health changes. It is followed by a discussion of program and policy implications arising from this research. Finally references are cited. In Appendices to the report are frequency data on Baseline Cohort 1 vs Baseline Cohort 2, and on follow-up Cohort 1 frequencies along with a copy of the questionnaire.

# II. COMPARISON OF BASELINE 1 vs. BASELINE 2

## II. COMPARISON OF BASELINE COHORT 1 VS. COHORT 2

As part of the five year longitudinal study of adult literacy participants in Tennessee, three separate cohort groups were or will be interviewed at the initial stages of entry into Adult Basic Education programs. By examining these different cohort groups, this longitudinal study can display trends over time related to entering characteristics of the ABE Level One population.

This chapter of the report focuses on a comparison of Baseline Cohort 1 vs. Baseline Cohort 2 participants. Comparative characteristics for these two cohort groups are discussed in four major areas:

(A) **Demographic Characteristics**--this section compares the number of participants interviewed in each of the three sections of the State of Tennessee; outlines major demographic comparisons related to sex, race, age, marital and employment status, and health characteristics; and reasons for entering ABE programs;

(B) **Employment Comparisons**--this section compares employed vs. unemployed participants on a number of variables and also compares employed adults with two categories of unemployed adults--those looking for work vs. those who are not looking for work;

(C) **Self-Esteem**--from the Year One report, the variable of self-esteem was found to be intimately connected with major factors in an adult's life, such as employment status, personal and social satisfaction. This section compares the self-esteem of the two cohort groups and relates self-esteem to these other characteristics; and

(D) **Marriage, Family, and Health Issues**--this section compares the two cohorts on factors related to marital status, children, and health issues.

### A. Demographic Characteristics

Table 1 outlines the number of interviews conducted in the Baseline 1 (Cohort 1 group) and the Baseline 2 (Cohort 2 group) for each region of the State and for each county within the three major regions. For Baseline 1, 133 participants were interviewed with the majority coming from West Tennessee (62%) and with representation from East (30%) and Middle (8%) Tennessee. For Baseline 2, 150 interviewed participants were more equally divided between West (45%) and East (44%) Tennessee, with approximately the same number from Middle (11%) Tennessee (although Middle Tennessee participants primarily came from Bedford County, which was not included in the Baseline 1 part of this study). The changed composition of the second baseline group is attributable mostly to an influx of ABE-1 participants being interviewed in Knox County. Whether or not an increase in East Tennessee participants has dramatically changed the characteristics of the Baseline 2 group will be examined in different sections of this report.

Table 1
Number/Percent of Interviews by Region

| Sites | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| East Tennessee | 40 | 30% | 66 | 44% |
| Knox (urban) | 17 | 42.5% | 54 | 82% |
| Rhea (rural) | 9 | 22.5% | 10 | 15% |
| McMinn (rural) | 14 | 35% | 2 | 3% |
| Middle Tennessee | 11 | 8% | 17 | 11% |
| Putnam (urban/rural) | | | 2 | 12% |
| Bedford (rural) | | | 15 | 88% |
| West Tennessee | 82 | 62% | 67 | 45% |
| Memphis (urban) | 56 | 68% | 45 | 67% |
| Haywood (rural) | 13 | 16% | 13 | 19.5% |
| Fayette (rural) | 10 | 12% | 4 | 6% |
| Tipton (rural) | 3 | 4% | 5 | 7.5% |

Table 2 displays some of the major demographic comparisons between the two cohort groups. For instance, the distribution of males (45% vs. 50%) and females (55% vs. 50%) for the two groups is very similar. The racial composition is also similar: Blacks still outnumber Whites in both studies (58% vs. 39% for cohort 1; 52% vs 45% for cohort 2). The average age for both groups remains between 34-35 years of age. There are slightly more non-married participants in cohort 2 (64% vs. 58%) and more participants have children under 18 (63% vs. 58%). Approximately the same number of participants were employed (33% vs. 30%) and exactly the same number reported health problems at the time of the interview (28%). Taken together, these results show very similar characteristics for the two cohort groups, as representatives of the entering ABE-1 population in Tennessee.

Table 3 presents main causes of leaving school, the reasons for enrolling in ABE programs, and the potential barriers to completion that were listed. Once again, both groups of participants averaged an eighth grade education. Since most of the participants in both groups did not finish high school, they were asked for the main reasons for leaving school. The major reasons for both groups were similar: not doing well in school, medical reason or pregnancy, had to work for money, and/or just didn't like school. Curiously the main reasons for reentering a school setting, i.e. an ABE program, directly mirror the reasons for quitting school. Participants now want to further their own education or to increase their chances at employment or a better job. Potential barriers now to their completion relate to health or disability factors or a variety of other reasons.

Table 2
Demographic Comparison of Baseline 1 and Baseline 2

| Demographics | Baseline Cohort 1 | | | Baseline Cohort 2 | | |
|---|---|---|---|---|---|---|
| | N | % | Average | N | % | Average |
| Sex | | | | | | |
| Male | 60 | 45% | | 75 | 50% | |
| Female | 73 | 55% | | 75 | 50% | |
| Race | | | | | | |
| White | 52 | 39% | | 68 | 45% | |
| Black | 77 | 58% | | 78 | 52% | |
| Other | 4 | 3% | | 4 | 3% | |
| Average Age | | | 34.4 | | | 34.9 |
| Marital Status | | | | | | |
| Married | 55 | 42% | | 55 | 37% | |
| Not Married | 77 | 58% | | 93 | 63% | |
| Children Under 18 | | | | | | |
| Yes | 73 | 57.5% | | 102 | 68% | |
| No | 54 | 42.5% | | 48 | 32% | |
| Employment Status | | | | | | |
| Employed | 44 | 33% | | 45 | 30% | |
| Unemployed | 89 | 67% | | 105 | 70% | |
| Do you have any major physical or health problems at this time? | | | | | | |
| Yes | 37 | 28% | | 42 | 28% | |
| No | 96 | 72% | | 108 | 72% | |

Table 3
Entering Characteristics of ABE Participants

| Characteristics | Baseline Cohort 1 | | | Baseline Cohort 2 | | |
|---|---|---|---|---|---|---|
| | N | % | Avg | N | % | Avg |
| Average Grade Level Attained | | | 8th | | | 8th |
| Main Reason for Leaving School (for those who did not complete High School) | | | | | | |
| • Wanted to go to work | 9 | 7% | | 10 | 7% | |
| • Had to work for money | 20 | 16% | | 23 | 17% | |
| • Marriage | 9 | 7% | | 5 | 4% | |
| • Medical reasons or pregnancy | 21 | 17% | | 26 | 19% | |
| • Not doing well in school | 26 | 21% | | 23 | 17% | |
| • Doing okay in school but did not like it | 18 | 15% | | 15 | 11% | |
| • Family moved a lot | 4 | 3% | | 10 | 7% | |
| • Other | 16 | 13% | | 26 | 19% | |
| Main Reason for Enrolling in ABE Program | | | | | | |
| •To improve basic skills | 43 | 32% | | 62 | 41% | |
| •To achieve goals ( GED, diploma, college) | 63 | 47% | | 91 | 61% | |
| •I value learning | 13 | 10% | | 13 | 9% | |
| •Public school did not work for me | 0 | 0 | | 2 | 1.5% | |
| •Post retirement goal | 0 | 0 | | 2 | 1.5% | |
| •To get a job or a better job | 54 | 41% | | 64 | 43% | |
| •I can't do my old job any longer due to disability | 1 | 1% | | 3 | 2.% | |
| •To get off assistance | 2 | 2% | | 2 | 1.5% | |
| •To perform better on my job | 13 | 10% | | 4 | 3% | |
| •To make more money | 6 | 5% | | 7 | 5% | |
| •To better myself | 31 | 23% | | 21 | 14% | |
| •To stop feeling bad about myself | 6 | 5% | | 6 | 4% | |
| •To be able to read the Bible | 1 | 1% | | 4 | 3% | |
| •To take better care of family/children | 20 | 15% | | 14 | 9% | |
| •To be able to help others in my community | 2 | 2% | | 4 | 3% | |
| •Because I have the time | 1 | 1% | | 3 | 2% | |
| •I was sent by the judge | 1 | 1% | | 2 | 1.5% | |
| •I was sent by the unemployment agency | 2 | 2% | | 0 | 0 | |
| •Because I want to keep my food stamps | 3 | 2.5% | | 3 | 2% | |
| Number/percent for whom the following represent potential barriers to progress in the ABE Program or to class attendance | | | | | | |
| Health problems | 18 | 14% | | 13 | 9% | |
| Disability | 3 | 2% | | 16 | 11% | |
| Lack of home support | 1 | 1% | | 4 | 3% | |
| Transportation problems | 8 | 6% | | 8 | 5% | |
| Child care | 4 | 3% | | 4 | 3% | |
| Work conflicts | 10 | 8% | | 7 | 5% | |
| Other barriers | 9 | 7% | | 5 | 3% | |
| No barriers | 83 | 63% | | 102 | 68% | |

**B. Employment Characteristics**

This section compares unemployed vs. employed participants in the two cohort groups. It further analyzes the differences between employed respondents and two categories of unemployed adults--those looking for work and those not looking for work.

Table 4

| Unemployed Respondents | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| 1. Number/percent unemployed | 89 | 67% | 105 | 70% |
| 2. Number/percent unemployed who are: | | | | |
| Looking for work | 40 | 46% | 47 | 45% |
| Not looking for work | 30 | 34% | 28 | 27% |
| Unable to work due to health condition | 8 | 9% | 15 | 14% |
| Homemakers | 4 | 5% | 8 | 8% |
| Retired | 5 | 6% | 6 | 6% |
| 3. Number/percent unemployed who have worked in the past five years: | 53 | 60% | 69 | 66% |
| Part-time | 25 | 47% | 25 | 38% |
| Full-time | 17 | 32% | 29 | 44% |
| Both part-time and full-time | 11 | 21% | 12 | 18% |
| 4. Number/percent looking for work who have found it difficult to find a job for the following reasons (persons responded to as many items as were applicable): | | | | |
| Not enough education or training | 24 | 59 | 35 | 75% |
| Jobs are scarce | 20 | 49% | 20 | 43% |
| Transportation problems | 9 | 22% | 8 | 17% |
| Age | 7 | 17% | 4 | 9% |
| Unable to fill out job application | 5 | 12% | 11 | 21% |
| Didn't like work conditions, pay, etc. | 4 | 10% | 6 | 23% |
| Other problems | 4 | 10% | 0 | 0 |
| Childcare problems | 2 | 5% | 1 | 2% |
| Gender | 2 | 5% | 1 | 2% |

Table 4 shows that the unemployed participants in both groups are very similar (67% vs. 70%). Of the unemployed participants, exactly the same number in both groups are actively looking for work (46%). Slightly more baseline 2 unemployed participants have held jobs in the past five years (66% vs. 60%) and the jobs they held were more full-time than part-time jobs. Participants who were looking for work were asked the major reasons they had found it difficult to find a job. The major reasons for both cohorts were listed as being not enough training or education and the fact that jobs are scarce. Secondary reasons differed slightly: for the first cohort, transportation and age difficulties hindered their ability to find work, while for the second group, the inability to fill out a job application, unpleasant work conditions, and also transportation problems were reported as difficulties.

Table 5 shows the same number of employed participants in both groups (33% vs. 30%). Of those employed, most were full-time in both groups (73% vs. 85%) and most had permanent jobs. The occupation distribution for the two groups, however, had slightly changed: for the first cohort, most were low-skilled (41%) or semi-skilled (57%); for the second cohort, most were still low-skilled (47%), although a surprising number reported themselves as skilled technicians (18% in the second group vs. 2%in the first group). On average, though, the hourly pay rate for both groups remained at about $6.00. Over half the participants in both groups had a paid vacation as part of their job benefits. In baseline 2, however, fewer participants were covered by a health insurance plan (56% vs. 69%). Of those participants covered by a health plan, the employer paid for a portion of the health insurance premium over three quarters of the time.

Table 6 presents the sharpest contrasts so far between segments of the two cohorts. This table splits participants into three categories: employed, unemployed looking for work, and unemployed not looking for work. Employed participants in cohort 1 were primarily married males, equally split between whites and blacks, about 36 years of age, with an eighth grade education, few physical problems, and split between West and East Tennessee. Employed participants in cohort 2, however, were evenly distributed between males and females, and married and not married participants, with slightly more blacks than whites, with more children under 18, coming more from West Tennessee than East Tennessee.

Unemployed participants looking for work in cohort 1 were evenly split between males and females, more black than white, mostly unmarried with few physical problems, and mostly from West Tennessee. This group is also younger and with a slightly higher average level of education. For cohort 2, unemployed participants looking for work were mostly male, more white than black, once again unmarried with few physical problems, but mostly from East Tennessee. Again, this group was younger with a higher level of education.

Unemployed participants not looking for work, in both cohorts, were mostly female, more black than white, not married with children under eighteen, and with more physical problems than either of the two previous groups. These groups were approximately the same age as their corresponding employed counterparts. In the first cohort, however, more of these participants came from West Tennessee.

Table 5

| Employed Respondents | Baseline Cohort 1 | | | Baseline Cohort 2 | | |
|---|---|---|---|---|---|---|
| | N | % | Average | N | % | Average |
| 1. Number/percent employed | 44 | 33% | | 45 | 30% | |
| 2. Breakdown on employed: | | | | | | |
| Full-time | 32 | 73% | | 38 | 85% | |
| Part-time | 11 | 25% | | 6 | 13% | |
| Other | 1 | 2% | | 1 | 2% | |
| 3. Number/percent employed who have permanent jobs | 40 | 90% | | 40 | 89% | |
| 4. Occupation | | | | | | |
| Low-skilled | 18 | 41% | | 21 | 47% | |
| Semi-skilled | 25 | 57% | | 16 | 36% | |
| Skilled techs/craftspeople | 1 | 2% | | 8 | 18% | |
| 5. Average hourly pay rate | | | $6.07/hr | | | $5.75/hr |
| 6. Number/percent who have the following benefits available: | | | | | | |
| Paid vacation | 24 | 57% | | 28 | 62% | |
| Retirement plan | 16 | 38% | | 16 | 36% | |
| Sick leave | 19 | 45% | | 17 | 38% | |
| Health insurance plan | 29 | 69% | | 25 | 56% | |
| No benefits | 12 | 29% | | 16 | 36% | |
| 7. Number/percent employed and covered by employer's health plan | 25 | 86% | | 22 | 88% | |
| 8. Number/percent for whom employer pays a portion of health insurance premium | 22 | 88% | | 19 | 86% | |
| 9. Number/percent married for whom insurance covers spouse | 17 | 81% | | 11 | 73% | |
| 10. Number/percent for whom health plan covers their children | 13 | 65% | | 6 | 33% | |

Table 6

| Major Variables | | Employed | | | Unemployed Looking | | | Unemployed Not Looking | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | Avg | N | % | Avg | N | % | Avg |
| 1. Gender | | | | | | | | | | |
| -Baseline Cohort 1 | Male | 30 | 68% | | 20 | 50% | | 10 | 21% | |
| | Female | 14 | 32% | | 20 | 50% | | 37 | 79% | |
| -Baseline Cohort 2 | Male | 26 | 55% | | 35 | 74% | | 14 | 25% | |
| | Female | 21 | 45% | | 12 | 26% | | 42 | 75% | |
| 2. Race | | | | | | | | | | |
| -Baseline Cohort 1 | White | 22 | 51% | | 16 | 41% | | 13 | 29% | |
| | Black | 21 | 49% | | 23 | 59% | | 32 | 71% | |
| -Baseline Cohort 2 | White | 19 | 41% | | 25 | 56% | | 24 | 44% | |
| | Black | 27 | 59% | | 20 | 44% | | 31 | 56% | |
| 3. Marital Status | | | | | | | | | | |
| -Baseline Cohort 1 | Married | 30 | 68% | | 10 | 25% | | 15 | 33% | |
| | Not Married | 14 | 32% | | 30 | 75% | | 31 | 67% | |
| -Baseline Cohort 2 | Married | 23 | 50% | | 14 | 30% | | 18 | 33% | |
| | Not Married | 23 | 50% | | 33 | 70% | | 37 | 67% | |
| 4. Do you have children under 18? | | | | | | | | | | |
| -Baseline Cohort 1 | Yes | 29 | 66% | | 21 | 55% | | 23 | 52% | |
| | No | 15 | 34% | | 17 | 45% | | 21 | 48% | |
| -Baseline Cohort 2 | Yes | 38 | 81% | | 22 | 47% | | 42 | 75% | |
| | No | 9 | 19% | | 25 | 53% | | 14 | 25% | |
| 5. Any major physical problems at this time? | | | | | | | | | | |
| -Baseline Cohort 1 | Yes | 9 | 20% | | 9 | 23% | | 19 | 40% | |
| | No | 35 | 80% | | 31 | 77% | | 28 | 60% | |
| -Baseline Cohort 2 | Yes | 6 | 13% | | 5 | 11% | | 31 | 55% | |
| | No | 41 | 87% | | 42 | 89% | | 25 | 45% | |
| 6. Average Age | | | | | | | | | | |
| -Baseline Cohort 1 | | | | 36.0 | | | 29.1 | | | 36.3 |
| -Baseline Cohort 2 | | | | 38.7 | | | 26.9 | | | 38.3 |
| 7. Average Grade Completed | | | | | | | | | | |
| -Baseline Cohort 1 | | | | 8.43 | | | 9.31 | | | 8.15 |
| -Baseline Cohort 2 | | | | 8.19 | | | 9.09 | | | 8.45 |

| Table 6 Continued Major Variables | Employed | | | Unemployed Looking | | | Unemployed Not Looking | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | Avg | N | % | Avg | N | % | Avg |
| 8. Region | | | | | | | | | |
| -Baseline Cohort 1 | | | | | | | | | |
| East | 19 | 43% | | | 12 | 30% | | 9 | 19% |
| Middle | 2 | 5% | | | 5 | 13% | | 4 | 9% |
| West | 23 | 52% | | | 23 | 57% | | 34 | 72% |
| -Baseline Cohort 2 | | | | | | | | | |
| East | 12 | 32% | | | 27 | 61% | | 28 | 52% |
| Middle | 1 | 3% | | | 0 | 0 | | 1 | 2% |
| West | 24 | 65% | | | 17 | 39% | | 25 | 46% |

## C. Self-Esteem

Self-esteem averages between the two groups are outlined in Table 7, broken down by a number of demographic factors. In general, the self-esteem overall averages between the two groups was very similar (3.64 vs. 3.58). In baseLine 1, the self-esteem of males was higher than that of the females; for baseline 2, there is no significant difference between males and females. In both groups, the self-esteem averages are similar for whites and blacks, married vs. non-married participants, and for adults with and without children under eighteen. There is no relationship between age and self-esteem nor grade completed and self-esteem in either group. There are major differences on self-esteem due to health and employment status: Participants without health problems report higher self-esteem in both groups; Employed participants in both groups also have high self-esteem, followed by adults who are unemployed looking for work.

The results of the Year One Longitudinal Report had found significant correlations between self-esteem and community and personal satisfaction indicators. Table 8 shows a comparison of both cohorts on self-esteem as related to community satisfaction and Table 9 shows this comparison related to personal satisfaction. The pattern is very similar for both groups, in that higher self-esteem scores are related to better attitudes about community factors, such as how one feels about their community, house and apartment, and whether or not they feel they live in a safe neighborhood. High self-esteem averages are consistently related to good feelings about family life, friendships, health, finances, and life in general.

Table 7

| Major Variables | Average Self-Esteem Baseline 1 | Average Self-Esteem Baseline 2 |
|---|---|---|
| Overall | 3.64 | 3.58 |
| 1. Sex | | |
| Male | 3.78 | 3.61 |
| Female | 3.53 | 3.54 |
| 2. Race | | |
| White | 3.55 | 3.39 |
| Black | 3.72 | 3.73 |
| 3. Marital Status | | |
| Married | 3.70 | 3.52 |
| Not married | 3.61 | 3.61 |
| 4. Do you have any children under 18? | | |
| Yes | 3.68 | 3.59 |
| No | 3.56 | 3.54 |
| 5. Employment Status | | |
| Employed | 3.87 | 3.70 |
| Unemployed Looking for Work | 3.61 | 3.57 |
| Unemployed Not Looking for Work | 3.46 | 3.47 |
| 6. Do you have any major physical or health problems at this time? | | |
| Yes | 3.41 | 3.40 |
| No | 3.73 | 3.64 |
| 7. Correlation of Age and Self-Esteem Score | r=0.02 | r=0.12 |
| 8. Correlation of Grade Completed and Self-Esteem Score | r=0.01 | r=-0.09 |
| 9. Region | | |
| East | 3.56 | 3.38 |
| Middle | 3.35 | 2.75 |
| West | 3.72 | 3.77 |

Table 8

| Community Satisfaction Factors | Baseline Cohort 1 | Baseline Cohort 2 |
|---|---|---|
| 1. My community has good quality public schools. | r=.19* | r=.09 |
| 2. My neighborhood is a safe place to live. | r=.39** | r=.24** |
| 3. I am satisfied with my community. | r=.28** | r=.20** |
| 4. How often do you use the public library? | r=-.03 | r=-.07 |
| 5. How do you feel about your house/apartment? | r=.24** | r=.28** |
| 6. How do you feel about your city/neighborhood? | r=.26** | r=.16* |
| 7. How do you feel about your community? | r=.10 | r=.23** |
| 8. How do you feel about the national government? | r=.10 | r=.20** |

Table 9

| Personal Satisfaction Factors | Baseline Cohort 1 | Baseline Cohort 2 |
|---|---|---|
| 1. How do you feel about your hobbies? | r=.16 | r=.26** |
| 2. How do you feel about your family life? | r=.23** | r=.15* |
| 3. How do you feel about your friendships? | r=.25** | r=.16* |
| 4. How do you feel about your health? | r=.23** | r=.22** |
| 5. How do you feel about your finances? | r=.21* | r=.18* |
| 6. How do you feel about your life in general? | r=.26** | r=.20** |

* significant at $p < .05$
** significant at $p < .01$

**D. Marriage, Family, and Health Comparisons**

Both cohort groups were also compared on a number of marriage, family, and health factors. Table 10 presents a breakdown of married and not-married participants on a number of demographic factors for both baseline groups. In baseline 1, more married participants were male and more unmarried were female. In baseline 2, the comparison is slightly reversed with more female, married adults. In both groups, married participants are more white and unmarried composed more of black respondents. More married participants have children under eighteen in both groups. Both married and unmarried participants have few health problems. The average age and grade levels for married and unmarried participants in both baselines is very similar. In baseline 1, married participants were evenly split between the East and West, with unmarried more highly represented in West Tennessee. In baseline 2, however, married participants are likely to come from East Tennessee, with unmarried participants still higher in the West but not as high as in the first baseline.

Parental involvement in school and literacy activities of children is examined for both groups in Table 11. A glance at this table indicates that the reported level of involvement in children's activities is fairly high for both groups. For instance, over 60% of both groups said they sometimes or often helped their children with school work in the last month. Over 90% reported talking to their children about school frequently and over three fourths visited or called their child's teacher in the last year. Parents are highly satisfied with their child's behavior in school, report that their child is doing well in school, that their child likes school, and that they expect their child to receive a high school diploma. The percentage of parents sometimes or regularly reading books to their children or telling them stories is over 60% in both groups.

About 28% of participants in both groups report physical or health problems at the time of the survey. Over half in both groups have a family doctor, most regularly take their children to the doctor or public health clinic for shots or check-ups, and tend to go to dentist only as needed. In baseline 1, 22% had no health coverage of any type, while the figure rose to 31% in baseline 2.

Table 13 presents a breakdown on several demographic variables between the two baseline groups. In both groups, participants with health problems tended to be more female than male, and slightly older than participants without health problems. On other variables, however, such as marital status race, children under eighteen, education, and region of the State, healthy and unhealthy participants were evenly distributed.

Table 10

| Major Variables | | Married | | | Not Married | | | Significance Test |
|---|---|---|---|---|---|---|---|---|
| | | N | % | Avg | N | % | Avg | |
| 1. Gender | | | | | | | | |
| -Baseline Cohort 1 | | | | | | | | |
| | Male | 31 | 56% | | 29 | 38% | | |
| | Female | 24 | 44% | | 48 | 62% | | p<.05 |
| -Baseline Cohort 2 | | | | | | | | |
| | Male | 24 | 44% | | 50 | 54% | | |
| | Female | 31 | 56% | | 43 | 46% | | NS |
| 2. Race | | | | | | | | |
| -Baseline Cohort 1 | | | | | | | | |
| | White | 29 | 57% | | 23 | 30% | | |
| | Black | 22 | 43% | | 54 | 70% | | p<.01 |
| -Baseline Cohort 2 | White | 35 | 65% | | 32 | 36% | | |
| | Black | 19 | 35% | | 58 | 64% | | p<.01 |
| 3. Do you have any children under 18? | | | | | | | | |
| -Baseline Cohort 1 | Yes | 38 | 76% | | 32 | 44% | | |
| | No | 12 | 24% | | 40 | 56% | | p<.01 |
| -Baseline Cohort 2 | Yes | 45 | 82% | | 56 | 60% | | |
| | No | 10 | 18% | | 37 | 40% | | NS |
| 4. Do you have any major physical or health problems at this time? | | | | | | | | |
| -Baseline Cohort 1 | Yes | 16 | 31% | | 20 | 26% | | |
| | No | 35 | 69% | | 57 | 74% | | NS |
| -Baseline Cohort 2 | Yes | 14 | 25% | | 27 | 29% | | |
| | No | 41 | 75% | | 66 | 71% | | NS |
| 5. Average Age | | | | | | | | |
| -Baseline Cohort 1 | | | | 36.4 | | | 33.4 | NS |
| -Baseline Cohort 2 | | | | 37.1 | | | 33.6 | NS |
| 6. Average Grade Completed | | | | | | | | |
| -Baseline Cohort 1 | | | | 8.2 | | | 8.9 | NS |
| -Baseline Cohort 2 | | | | 7.8 | | | 9.0 | NS |

| Table 10 Continued Major Variables | | Married | | | Not Married | | | Significance Test |
|---|---|---|---|---|---|---|---|---|
| | | N | % | Avg | N | % | Avg | |
| 7. Region | | | | | | | | |
| -Baseline Cohort 1 | East | 22 | 43% | | 18 | 23% | | |
| | Middle | 5 | 10% | | 6 | 8% | | |
| | West | 24 | 47% | | 53 | 69% | | p<.05 |
| -Baseline Cohort 2 | East | 25 | 58% | | 41 | 46% | | |
| | Middle | 2 | 5% | | 0 | 0 | | |
| | West | 16 | 37% | | 49 | 54% | | NS |

Table 11

| Parental Involvement with School and Literacy Activities of Children | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| 1. Number/percent who in the last month helped their children with school: | | | | |
| Never | 10 | 18% | 8 | 14% |
| Rarely | 9 | 16% | 7 | 12% |
| Sometimes | 14 | 26% | 12 | 21% |
| Often | 22 | 40% | 31 | 53 |
| 2. Number/percent who in the last month talked with their children about school: | | | | |
| Never | 0 | 0 | 2 | 3% |
| Rarely | 3 | 5% | 2 | 3% |
| Sometimes | 8 | 15% | 11 | 19% |
| Often | 44 | 80% | 43 | 74% |
| 3. Number/percent who in the last year visited or called their children's teacher | 43 | 78% | 45 | 78% |
| 4. Number/percent who visited or called the teacher to check on their child's progress | 31 | 55% | 38 | 66% |
| 5. Number/percent who visited or called the teacher due to problems with their child's behavior or school work | 41 | 73% | 38 | 67% |
| 6. Number/percent who attend school activities other than sports | 26 | 47% | 29 | 50% |
| 7. Number/percent for whom children like school most of the time | 54 | 96% | 51 | 86% |
| 8. Number/percent satisfied with how children are doing with schoolwork | 45 | 85% | 53 | 87% |
| 9. Number/percent satisfied with children's behavior in school | 44 | 80% | 48 | 79% |
| 10. Number/percent who expect their children to receive a high school diploma | 59 | 100% | 61 | 100% |
| 11. Number/percent reading books to children: | | | | |
| Never | 15 | 31% | 14 | 21% |
| Rarely | 0 | 0 | 4 | 6% |
| Sometimes | 25 | 38% | 25 | 37% |
| Regularly | 20 | 31% | 24 | 35% |
| 12. Number/percent telling children stories: | | | | |
| Never | 22 | 33% | 13 | 19% |
| Rarely | 6 | 9% | 8 | 12% |
| Sometimes | 23 | 35% | 25 | 37% |
| Regularly | 15 | 23% | 21 | 31% |

Table 12

| Health-related Variables | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| 1. Number/percent who have major physical or health problems at this time | 37 | 28% | 42 | 28% |
| 2. Number/percent who have a family doctor | 79 | 60% | 83 | 56% |
| 3. Number/percent who visit the local public health clinic | 51 | 37% | 56 | 37% |
| 4. Number/percent who take children to the doctor or public health clinic for shots and regular check-ups | 60 | 87% | 58 | 82% |
| 5. Number/percent going to the dentist: Never | 21 | 17% | 19 | 13% |
| Only when needed | 68 | 54% | 78 | 56% |
| Once a year | 15 | 12% | 22 | 16% |
| Every six months | 19 | 15% | 21 | 15% |
| 6. Number/percent who take children to the dentist for regular checkups | 44 | 66% | 50 | 69% |
| 7. Number/percent who have for themselves or for their family members: | | | | |
| No health coverage | 29 | 22% | 46 | 31% |
| Medicare | 13 | 10% | 14 | 9% |
| Medicaid | 54 | 42% | 55 | 37% |
| Private health insurance | 12 | 9% | 9 | 6% |
| Employer-paid health insurance | 31 | 24% | 28 | 19% |
| 8. For those who have medical insurance, Medicare or Medicaid, who in the family is covered? | | | | |
| Self | 88 | 94% | 78 | 85% |
| Spouse | 34 | 81% | 27 | 68% |
| Children or other dependents | 62 | 97% | 55 | 93% |
| 9. Number/percent employed who are offered health insurance as a job benefit | 25 | 86% | 25 | 56% |
| 10. Number/percent for whom health represents a potential barrier to making progress in the ABE program or attending class | 18 | 14% | 13 | 9% |
| 11. Number/percent unemployed who are unable to work due to a health condition | 8 | 9% | 15 | 14% |
| 12. Number/percent agreeing or strongly agreeing with the statement "I feel pretty healthy most of the time." | 113 | 85% | 122 | 81% |
| 13. Number/percent for whom their health regularly keeps them from doing things they want to do | 16 | 12% | 15 | 10 |

| Table 12 Continued – Health-related Variables | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| 14. Number/percent who feel displeased or very displeased with their health | 24 | 18.5% | 18 | 12% |

Table 13

| Major Variables | | Health Problems | | | No Health Problems | | | Signif. Test |
|---|---|---|---|---|---|---|---|---|
| | | N | % | Avg | N | % | Avg | |
| 1. Gender | | | | | | | | |
| -Baseline Cohort 1 | Male | 14 | 38% | | 46 | 48% | | |
| | Female | 23 | 62% | | 50 | 52% | | NS |
| -Baseline Cohort 2 | Male | 13 | 31% | | 62 | 57% | | |
| | Female | 29 | 69% | | 46 | 38% | | p<.01 |
| 2. Marital Status | | | | | | | | |
| -Baseline Cohort 1 | | | | | | | | |
| Married | | 17 | 46% | | 38 | 40% | | |
| Not Married | | 20 | 54% | | 57 | 60% | | NS |
| -Baseline Cohort 2 | | | | | | | | |
| Married | | 14 | 34% | | 41 | 38% | | |
| Not Married | | 27 | 66% | | 66 | 62% | | NS |
| 3. Race | | | | | | | | |
| -Baseline Cohort 1 | White | 13 | 36% | | 39 | 42% | | |
| | Black | 23 | 64% | | 54 | 58% | | NS |
| -Baseline Cohort 2 | White | 21 | 51% | | 47 | 45% | | |
| | Black | 20 | 49% | | 58 | 55% | | NS |
| 4. Do you have any children under 18? | | | | | | | | |
| -Baseline Cohort 1 | Yes | 20 | 57% | | 53 | 58% | | |
| | No | 15 | 43% | | 39 | 42% | | NS |
| -Baseline Cohort 2 | Yes | 31 | 74% | | 71 | 66% | | |
| | No | 11 | 26% | | 37 | 44% | | NS |
| 5. Average Age | | | | | | | | |
| -Baseline Cohort 1 | | | | 39.4 | | | 32.9 | p<.05 |
| -Baseline Cohort 2 | | | | 39.0 | | | 33.2 | p<.05 |
| 6. Average Grade Completed | | | | | | | | |
| -Baseline Cohort 1 | | | | 8.2 | | | 8.7 | p<.05 |
| -Baseline Cohort 2 | | | | 7.9 | | | 8.8 | p<.05 |

| Table 13 Continued Major Variables | | Health Problems | | | No Health Problems | | | Signif. Test |
|---|---|---|---|---|---|---|---|---|
| | | N | % | Avg | N | % | Avg | |
| 7. Region | | | | | | | | |
| -Baseline Cohort 1 | East | 12 | 32% | | 28 | 29% | | |
| | Middle | 3 | 8% | | 8 | 8% | | |
| | West | 22 | 59% | | 60 | 63% | | NS |
| -Baseline Cohort 2 | East | 21 | 53% | | 46 | 48% | | |
| | Middle | 1 | 3% | | 1 | 1% | | |
| | West | 18 | 45% | | 48 | 51% | | NS |

# III. FOLLOW-UP DATA, COHORT 1

## III. FOLLOW-UP DATA, COHORT 1

The essence of this Longitudinal Study of Adult Literacy Participants in Tennessee is to describe how these participants change over time. These changes could occur in a variety of areas: from employment and financial status, to marital and family changes, on to changes in personal and community satisfaction. To what extent any changes are related to participation in ABE programs is a major concern of this study.

This section of the report begins the description of the different ways that participants have or have not changed since they were first interviewed for the Baseline 1 study. Most followup interviews occurred approximately 12 to 20 months after the initial interviews. Results in this chapter are divided into two sections:

(A) **Demographic Comparison of Baseline 1 and Followup Participants**--this section compares the two groups on major demographic variables to see if the adults interviewed in the followup study are approximately similar to those in the baseline;

(B) **ABE Program Status**--this section details how many participants were still involved in ABE one year later; whether participation in ABE programs has helped them achieve their goals; and if they dropped out of ABE programs, what were the major reasons.

(C) **Employment Changes** -- this section particularly examines changes in employment and how these changes are related to degree of participation in ABE programs. This section also examines how changes in employment influence other factors in a person's life.

(D) **Self-Esteem Changes** -- this section overviews whether self-esteem scores have been modified since the baseline interview and to what extent self-esteem one year later is related to other factors in a person's life and to participation in ABE programs.

(E) **Marriage, Family, Community Involvement, Everyday Literacy, and Health Changes** -- this section examines the changes that have occurred in a participant's life in the areas of marriage, family, everyday literacy, and health and relates any changes to participation in ABE programs.

### III A. DEMOGRAPHIC COMPARISON OF BASELINE AND FOLLOW-UP

Of the original 133 participants in the Baseline 1 interviews, 101 adults agreed to participate in the followup interview approximately one year later. Of these 101, one had died, and 70 (or 70%) were actually located and interviewed. These followup interviews were conducted from a period of approximately one year to twenty months after the initial baseline interviews.

Although certain changes are to be expected in followup participants (and actually even hoped for, as they perhaps improve their economic or social status), it is important that any changes not be influenced by a disproportionate sample. In other words, if the followup interviews were only conducted with a biased subset of the original sample (for instance, all males in the followup) then any changes that did occur would be hard to generalize.

The results in Table 14 address this issue of the followup containing a representative sample of people interviewed in the baseline. This table compares participants in the followup interviews with the entire baseline 1 sample and that portion of the baseline sample which agreed to be interviewed.

Table 14
Demographic Comparison of Baseline Vs. Follow-up

| Demographics | Baseline | | | Baseline Agreed to be Followed | | | Follow-up | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | Avg | N | % | Avg | N | % | Avg |
| Sex: -Male | 60 | 45% | | 47 | 47% | | 31 | 44% | |
| -Female | 73 | 55% | | 54 | 53% | | 39 | 56% | |
| Race: -White | 52 | 39% | | 49 | 48% | | 35 | 50% | |
| -Black | 77 | 58% | | 49 | 48% | | 33 | 47% | |
| -Other | 4 | 3% | | 3 | 4% | | 2 | 3% | |
| Average Age | | | 34.4 | | | 36.1 | | | 37.5 |
| Average Grade | | | 8.6 | | | 8.2 | | | 8.1 |
| Marital Status: | | | | | | | | | |
| -Married | 55 | 42% | | 46 | 46% | | 30 | 43% | |
| -Not Married | 77 | 58% | | 54 | 54% | | 40 | 57% | |
| Employment: | | | | | | | | | |
| -Employed | 44 | 33% | | 36 | 36% | | 32 | 46% | |
| -Unemployed | 89 | 67% | | 65 | 64% | | 38 | 54% | |
| Major Health Problems: | | | | | | | | | |
| -Yes | 37 | 28% | | 30 | 30% | | 16 | 23% | |
| -No | 96 | 72% | | 71 | 70% | | 54 | 77% | |
| Region: | | | | | | | | | |
| -East Tennessee | 40 | 30% | | 39 | 39% | | 31 | 44% | |
| -Middle TN | 11 | 8% | | 11 | 11% | | 7 | 10% | |
| -West Tennessee | 82 | 62% | | 51 | 51% | | 32 | 46% | |

In many ways, both groups are similar proportionally to each other: the male/female percentages are approximately equal, as are the splits on marital status, and whether or not participants have any major health problems. There are no significant differences in average age between the groups. Follow-up slightly older participants are approximately equal in age and average grade completed when compared to the entire baseline sample. Employment changes are shifted dramatically in favor of the followup group, but this is one change for which positive improvement was hoped for. On only two major static variables (i.e., factors which could not be expected to change) were there differences between the two groups. The followup sample interviewed slightly more whites than blacks and more participants from East Tennessee than in the original baseline, although these percentages were approximately equal to those who agreed to be followed-up. As different results are discussed in the remaining sections of this report, any significant changes will be compared to race and region to see if these factors are unduly influencing any results.

## III B. ABE PROGRAM STATUS

### Highlights

**Enrollment:** By June, 1993, at least a year and up to 20 months after they first enrolled, 35 percent of the original participants were still active in the ABE program (see Figure 1). This persistence rate is much better than national averages. The national ABE evaluation conducted for the U.S. Department of Education (Young, Morgan, and Fleishman, 1993) found only 12.5 percent of ABE clients were still active after 40 weeks (roughly a single program year).

**Reasons for leaving:** We asked participants who said they were no longer active in ABE why they had left. Most gave reasons stemming from their life circumstances:

- health problems (24%) or disability (8%)
- transportation (29%) and/or childcare (16%) problems
- work schedule (32%)
- got a job (29%)
- lack of support at home (11%)

Relatively few people told us they had left for program-related reasons, like "not learning enough or fast enough" (16%) or "problems with teacher/tutor/class" (13%). See Figure 2.

**Did participation in ABE make a difference?** There was overwhelmingly positive response to this question. 91% of participants said that participating in the ABE program had made a difference. As they described how participation had made a difference, their primary focus was, understandably, on learning and skills. A few people described their growth in confidence and feeling better about themselves. A few credited their ABE participation with job-related impacts (getting a job or improving on the job). See Figure 3.

**Likes about the ABE program:** While more people focussed on learning and skills growth in response to this question, others discussed program attributes, including liking working in a group and the fellowship that brings, their teacher, getting one-on-one help and working at their own pace. See Figure 4.

**Dislikes about the ABE program:** A majority of participants had no dislikes at all about the ABE program. Those who did have criticisms focussed primarily on the way the program was set up -- the hours or location of classes, not learning fast enough or on the right level, other students being disruptive. A few discussed the difficulties of working on reading, writing or math skills, their teacher, or the fact that they were already tired from work before class time. See Figure 5.

**Participation:** We collected data from programs at the end of each program year on the number of hours of instruction each participant had participated in, and the method of instruction. The average number of instructional hours for all participants we interviewed from their date of enrollment through June, 1993 (a period from 12 to 20 months) was 98.46. The range was enormous: from 0 hours to 776 hours. At the lowest end of the range, 22% of particiPants recorded 0-20 hours, which we classed as "minimal participation" and would expect to have received few benefits. A larger group, 41% participated modestly, from 21-80 hours. Traditionally this level of participation might be expected to equate with one to two grade level gains. A similar sized group, 37% participated for 81 hours or more, a substantial participation rate.

Although they divide the range of instructional hours a little differently, these participation rates seem consistent with those found in the national ABE evaluation (Young, Morgan, and Fleishman, 1993). They found the lowest 25% averaged less than 16 instructional hours during the first program year, while the highest 25% averaged over 96 instructional hours. Our sample probably did a little better than the national average for ABE clients in terms of overall instructional hours (excluding the ESL and ASE clients who were also part of the national sample).

As might be expected, participants who were still active in the ABE program had the highest average participation rates (averaging 165 hours compared with an average of 63 hours for the inactive group). Women and blacks averaged more instructional hours than men and whites. Urban dwellers were likely to engage in more instructional hours than rural people. See figure 6.

**Barriers to participation:** At the time of the baseline interview we asked program entrants to identify any barriers they could foresee which might get in the way of their success in the program. In the follow-up we asked those who told us they were no longer active what the reasons had been. We found that people who had predicted barriers were less likely to have quit. More than three-quarters of those who had foreseen no barriers were no longer active, compared with just over a half of those who had foreseen barriers. See Figures 7 and 8.

## Figure 1: Still Enrolled?
(Program Report)

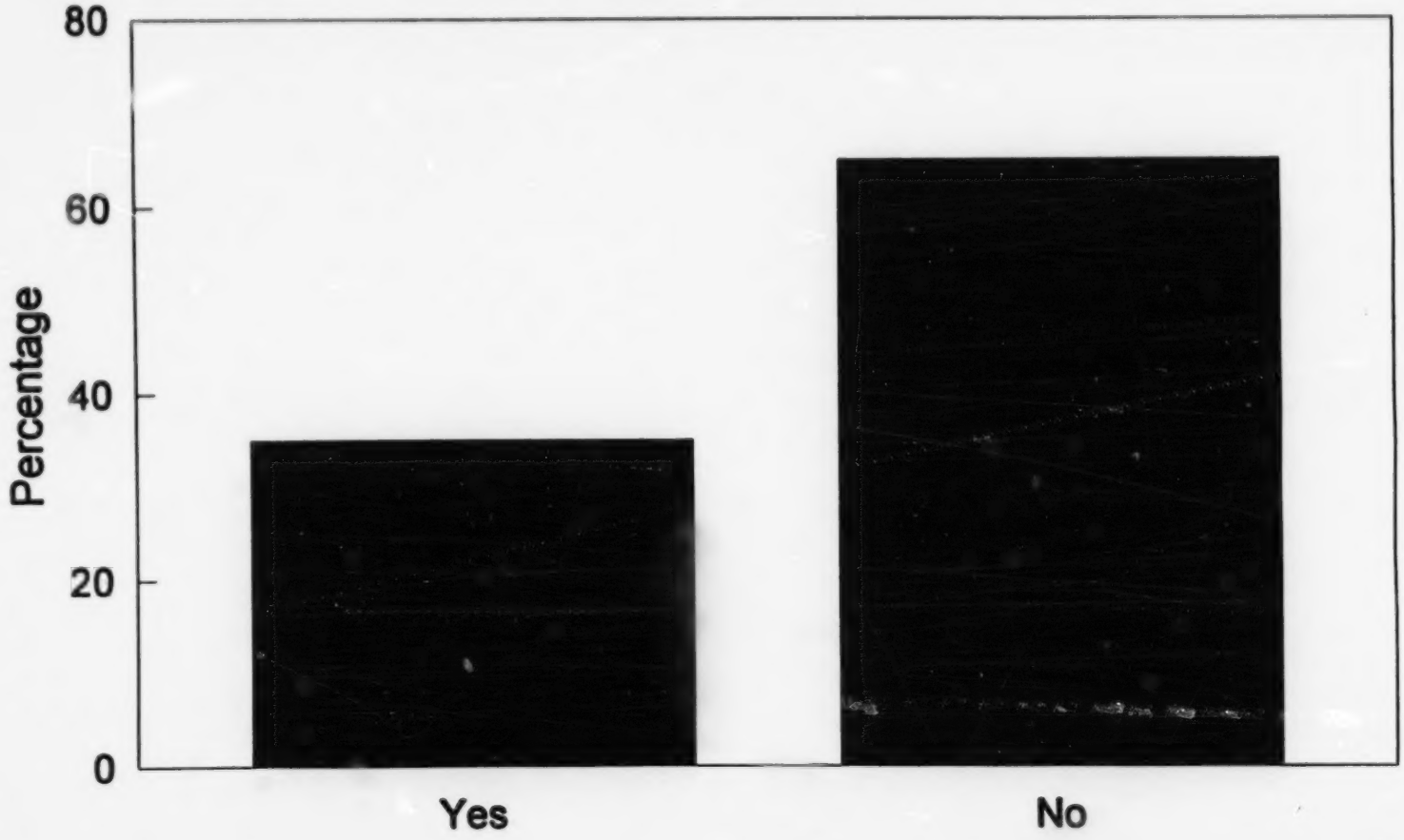
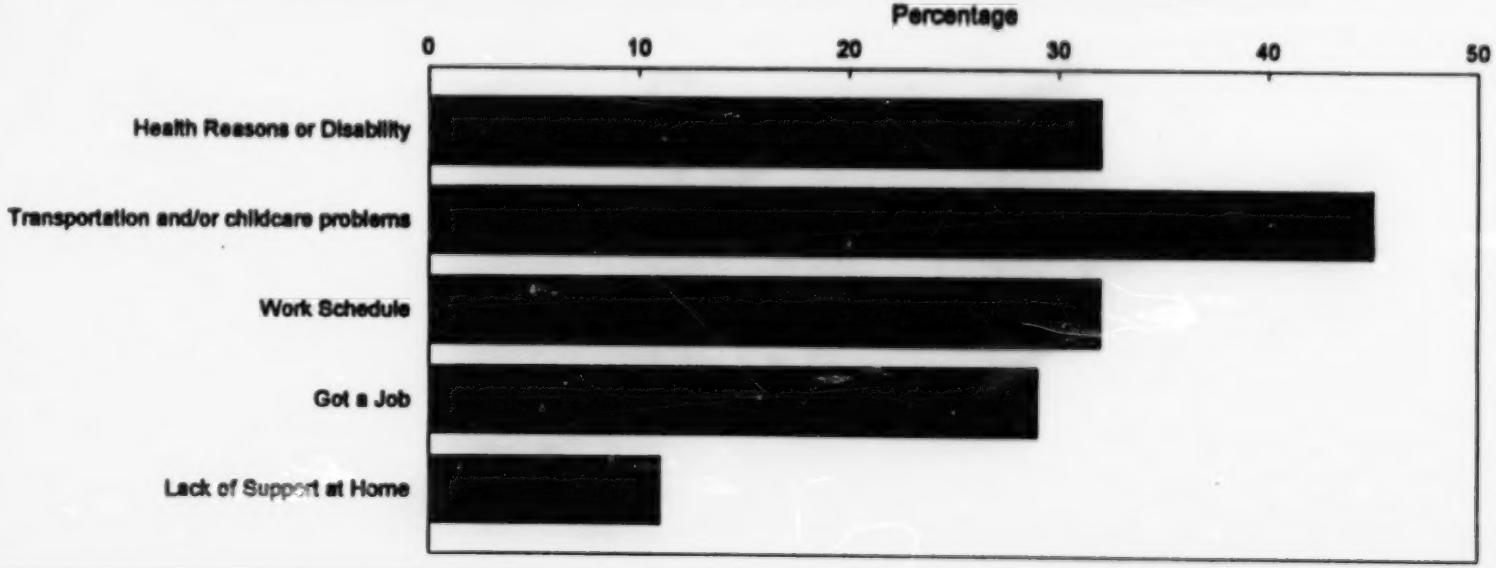


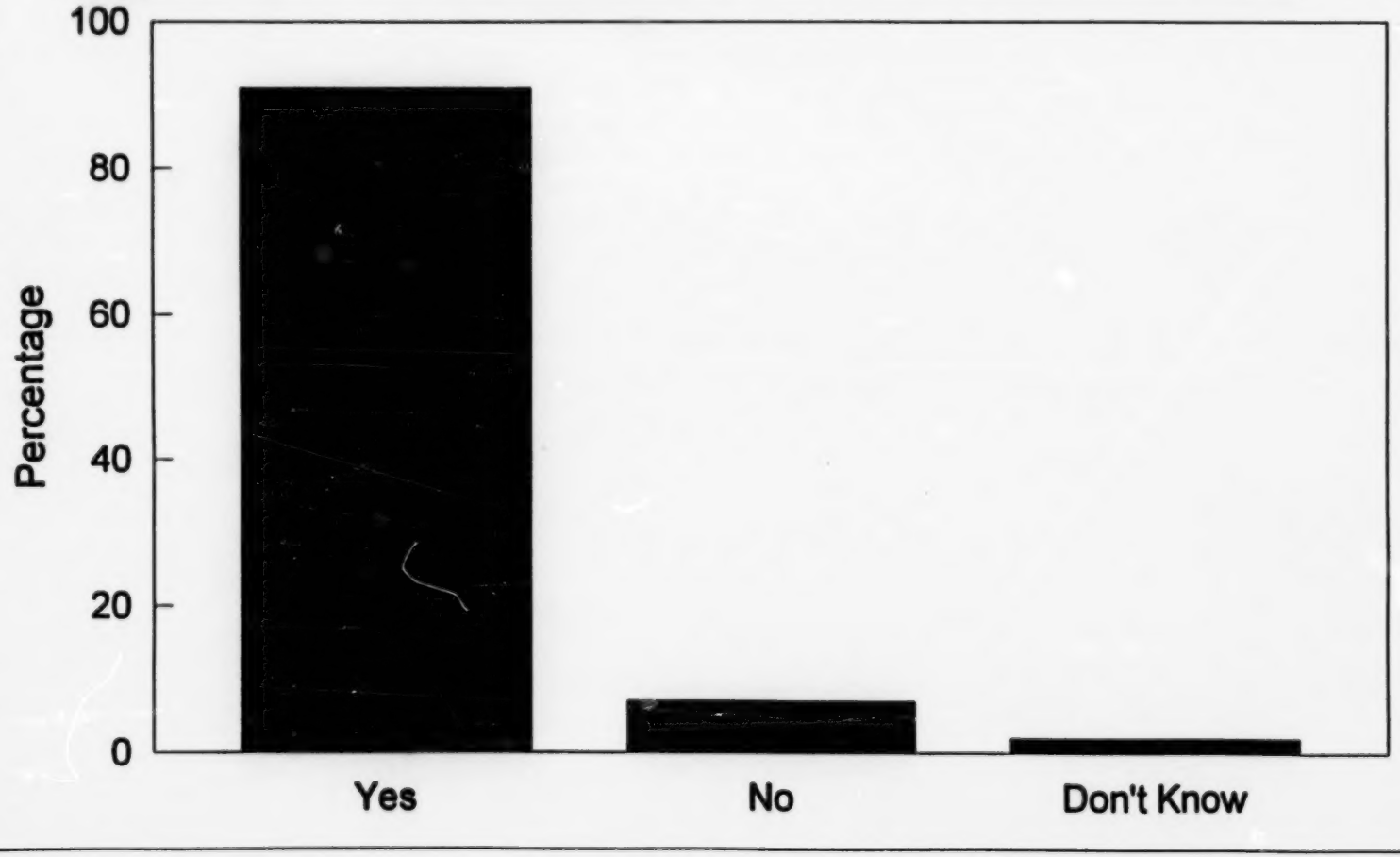
**Figure 2: Reason Why Student Stopped Attending ABE Classes**



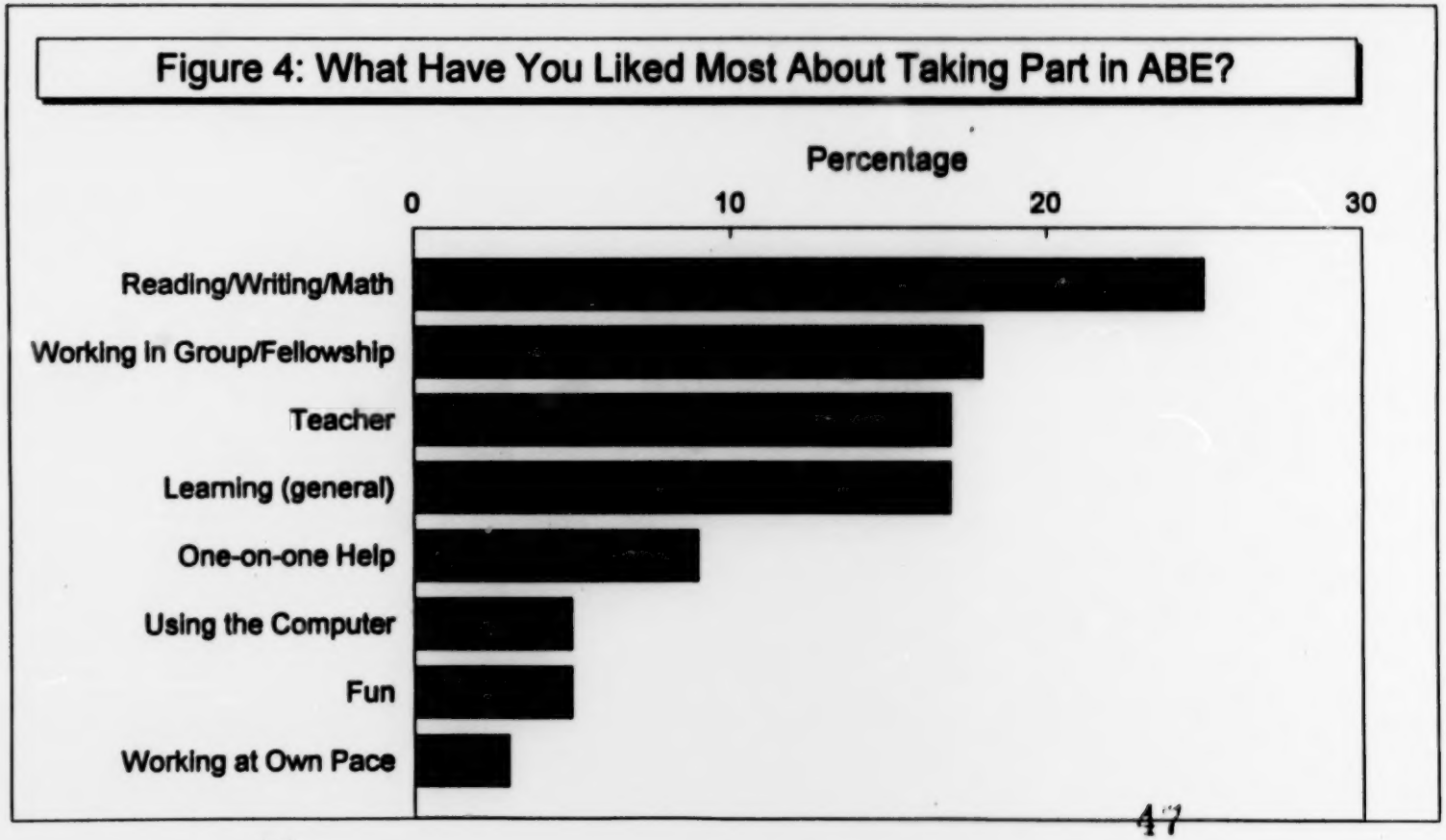

42

43

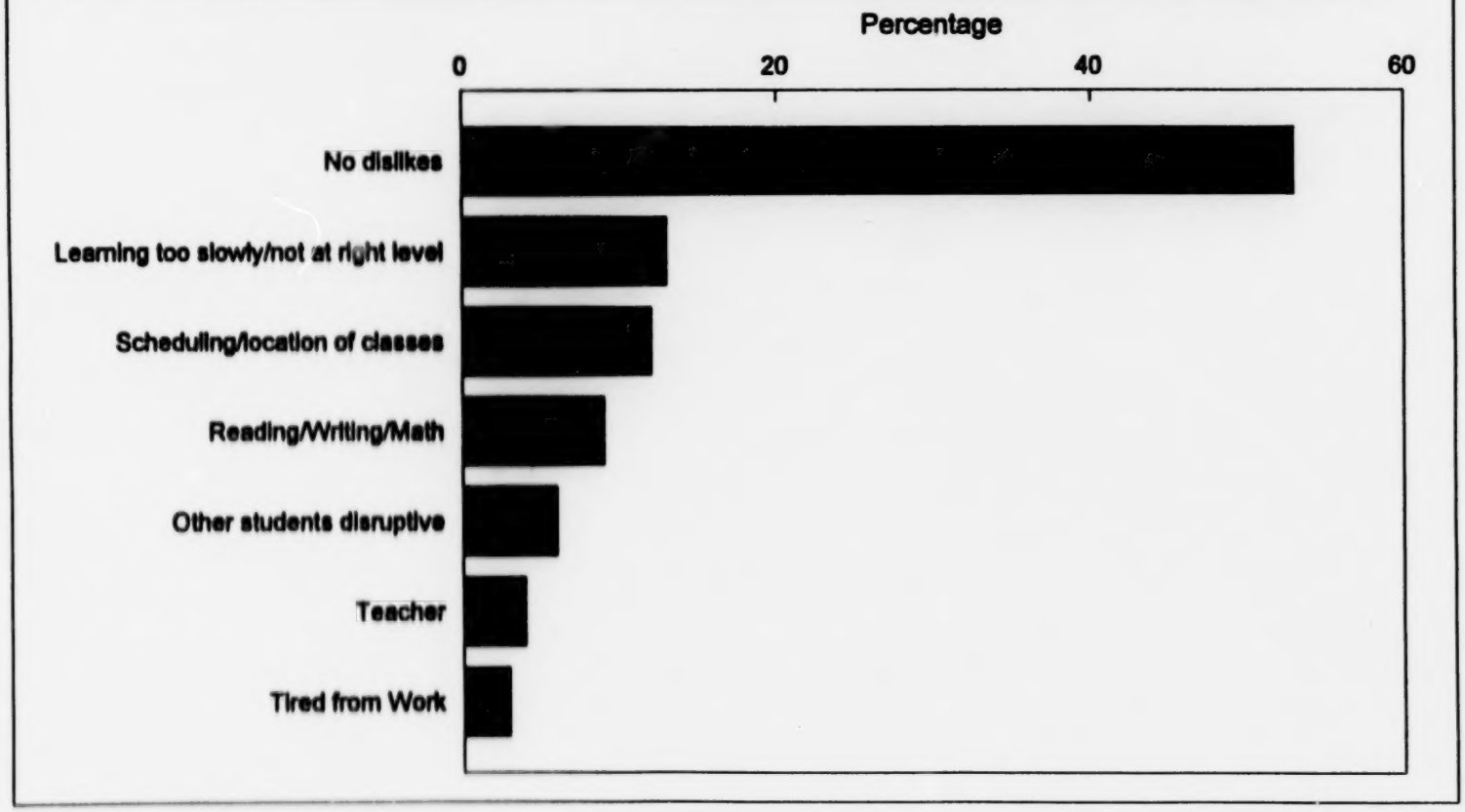
**Figure 3: Has Participation in ABE Classes Made a Difference?**



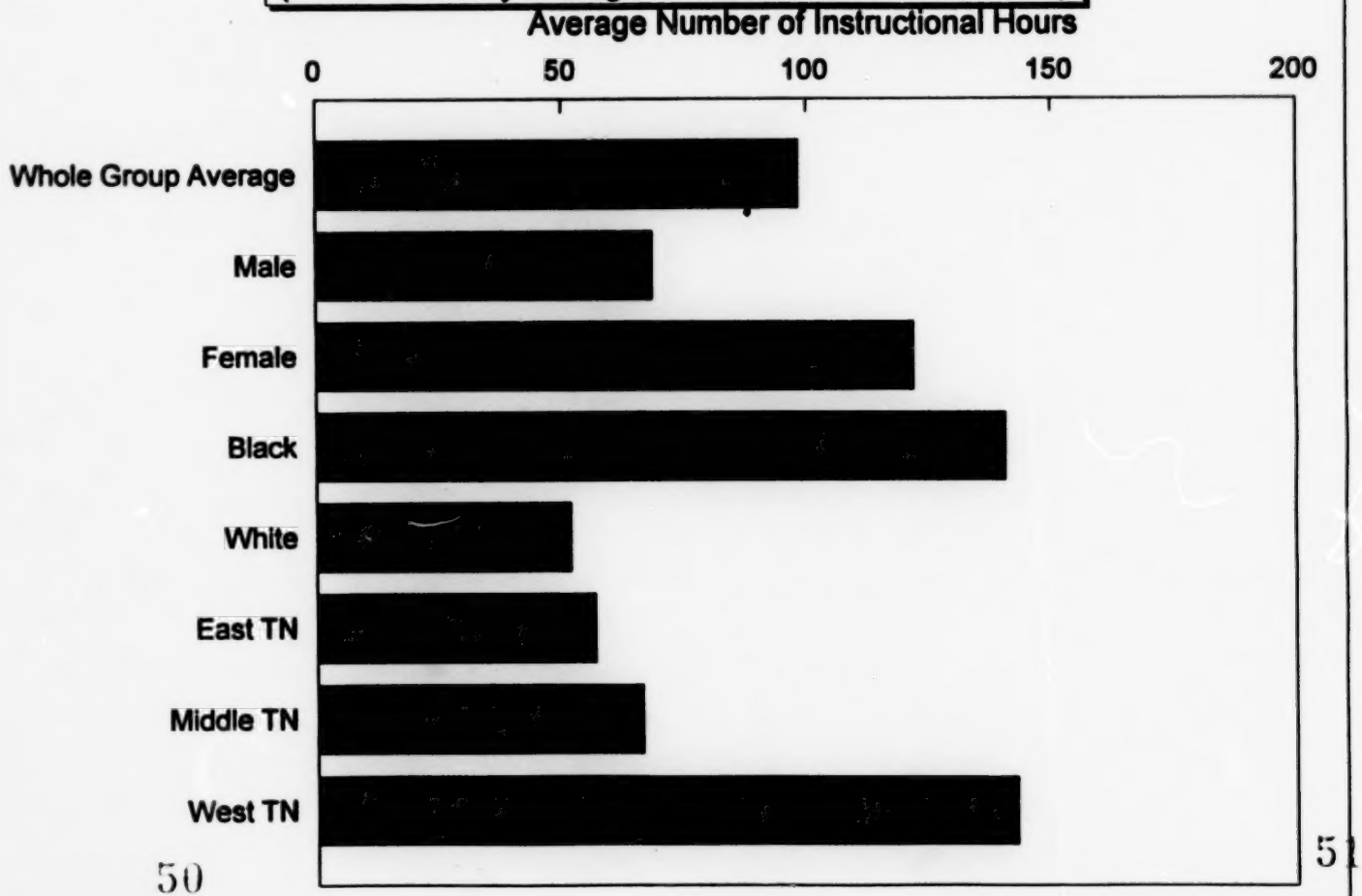
## Figure 4: What Have You Liked Most About Taking Part in ABE?



## Figure 5: What Have You Liked Least About the ABE Program?



## Figure 6: Level of Participation
(as measured by average number of instructional hours)



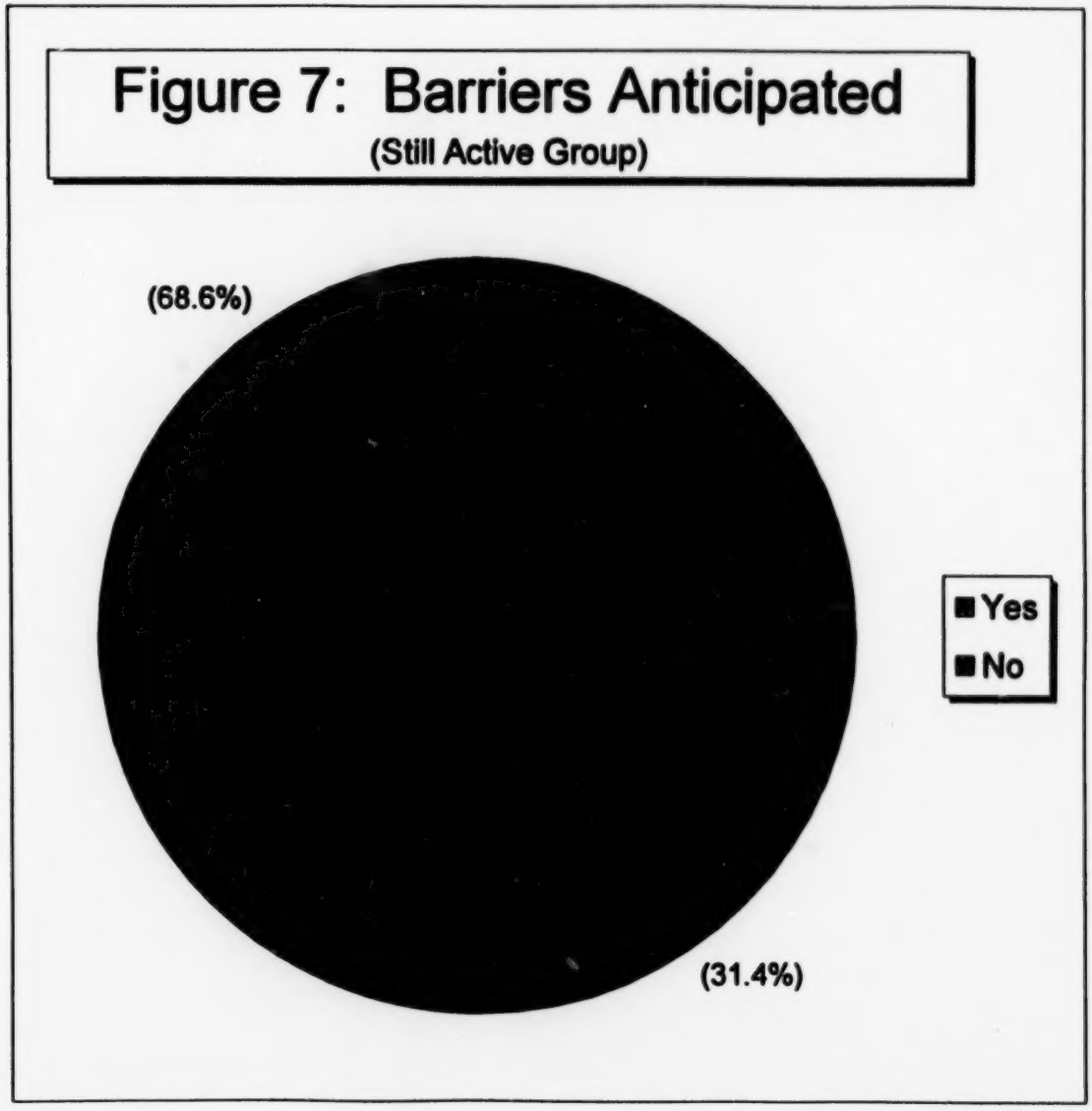


Figure 7: Barriers Anticipated
(Still Active Group)
(68.6%)
(31.4%)
Yes
No

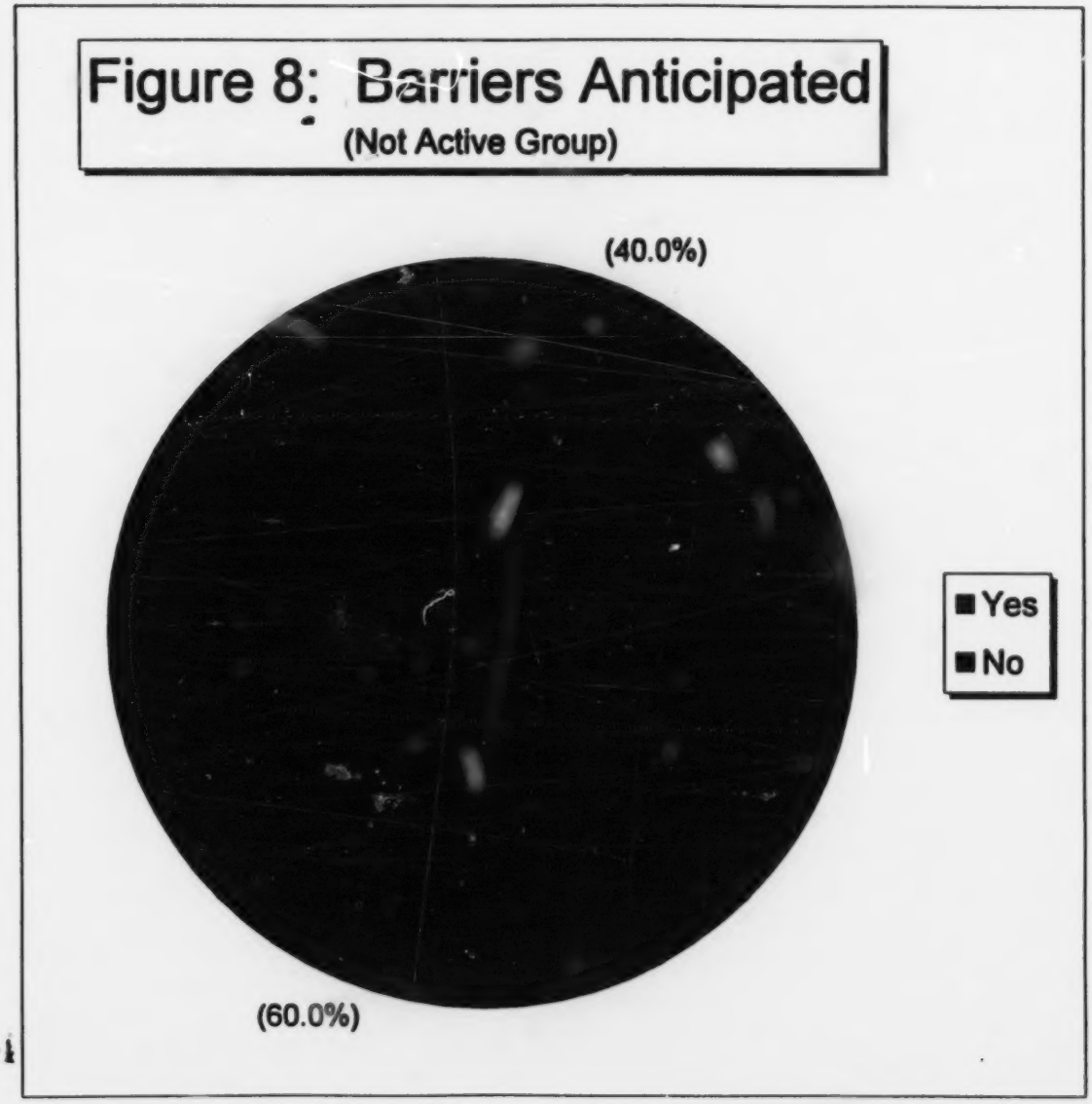


Figure 8: Barriers Anticipated
(Not Active Group)
(40.0%)
(60.0%)
Yes
No

**III B. ABE Program Status – Detailed Results**

This part details the ABE participation of people interviewed in out follow-up, and examines how far they have advanced toward reaching their goals one year after enrolling in an ABE enrollment Program.

**Enrollment:** One measure of progress can be related to whether participants are still active in the ABE programs approximately one year later. Two measures of activity were collected for this study: a self-report of enrollment and a report of enrollment by the ABE program in which the adult was involved. From the self-report data, over half of the participants (54%) are no longer enrolled in the ABE program one year to twenty months after they started. From program data, the percentage no longer active is even higher: 65% of participants are not taking classes versus 35% who are. In either case, over half of the participants are no longer active a year to eighteen months after they first enrolled. To some extent, the difference in percentages of students still active is explained by the difference of when data was collected. Programs reported information at the end of the program year (June 1993). Participants could have been interviewed from the end of March 1993 through September 1993 (with a few even later than that). Although some students could have possibly re-enrolled in the Fall, the over-reporting of program activity by participants might have been influenced by the desire to appear still active while they were being interviewed.

The reasons for not attending ABE classes are varied (see Table 15). Some stop because of positive factors; for instance, 29% report that they got a job during this period. Thus a little under a third of those who stop attending ABE programs have done so because of a change in employment status that, for some reason, has made it difficult to continue their studies. For the majority of participants who stop, however, there are numerous difficulties that hindered their studies: from problems with work schedules, to health reasons and transportation problems, childcare problems, and other concerns with the classes or teachers.

Table 15
ABE Status

| | N | % |
|---|---|---|
| Still Enrolled? (Self-Report) | | |
| -Yes | 32 | 46% |
| -No | 38 | 54% |
| Still Enrolled? (Program Report) | | |
| -Yes | 24 | 35% |
| -No | 45 | 65% |
| Reasons why students stopped attending ABE classes: | | |
| -Health Reasons | 9 | 24% |
| -Diagnosed Disability | 3 | 8% |
| -No Support at Home | 4 | 11% |
| -Transportation Problems | 11 | 29% |
| -Child Care Problems | 6 | 16% |
| -Work Schedule | 12 | 32% |
| -Not Learning Enough/Fast Enough | 6 | 16% |
| -Problem with Teacher/Tutor/Class | 5 | 13% |
| -Other | 11 | 29% |
| -Got a Job | 11 | 29% |
| -I Met My Goals | 0 | 0 |

There are other measures of how ABE programs have affected participants. Nearly all of the participants, whether they are still active in an ABE program or not, report that participation in the programs has made a difference to them (see Table 16). In the followup interviews, participants noted several major reasons they had originally had for enrolling in an ABE program: Job-related reasons was the largest single factor, followed by reading/writing as ends in themselves, and then the desire to acquire a GED or diploma. In describing exactly how participation has made a difference, almost half of the participants noted that the biggest change occurred in reading/writing/math improvement. Various other factors had also changed: from an improvement in learning in general to everyday literacy skills to an increased self-confidence.

Most participants were very positive in their discussion of the ABE experience. Exactly what attributes of ABE programs do participants like? Factors vary from focuses on skill improvement (reading/writing/math; learning in general; and using the computer) to learner characteristics of the program (some participants like to work in groups while others like one on one help or the ability to work at their own pace).

Table 16

| | | N | % |
|---|---|---|---|
| Thinking back to when you started, what was your main reason for enrolling in ABE classes? Why was it important to you? | | | |
| -Job-related reasons | | 31 | 44% |
| -Reading/writing as ends in themselves | | 29 | 41% |
| -GED or diploma as a goal | | 26 | 33% |
| -Self-improvement | | 14 | 20% |
| -To set example for, help, or support children | | 13 | 19% |
| -To get or keep food stamps | | 2 | 3% |
| Has participation in ABE classes made a difference? | -Yes | 64 | 91% |
| | -No | 5 | 7% |
| | -Don't Know | 1 | 2% |
| How has participation made a difference? | -Reading/writing/math improvement | 31 | 49% |
| | -Learning (general) | 11 | 18% |
| | -Everyday literacy skills (specific) | 8 | 13% |
| | -Confidence; feeling better about self | 6 | 10% |
| | -Got a job, or improved on the job | 5 | 8% |
| | -Helping children | 1 | 1% |
| | -Being with people | 1 | 1% |
| What have you liked most about taking part in ABE? | | | |
| -Reading/writing/math | | 16 | 25% |
| -Working in group; fellowship | | 12 | 18.5% |
| -Teacher | | 11 | 17% |
| -Learning (general) | | 11 | 17% |
| -One on one help | | 6 | 9% |
| -Using the computer | | 3 | 4.5% |
| -Fun | | 3 | 4.5% |
| -Working at own pace | | 2 | 3% |
| -Increased confidence | | 1 | 1.5% |
| What have you liked least? | | | |
| -No dislikes | | 36 | 53% |
| -Not learning fast enough, or not at right level | | 9 | 13% |
| -Hours/scheduling/location of classes | | 8 | 12% |
| -Reading/writing/math | | 6 | 9% |
| -Other students who are disruptive/not serious | | 4 | 6% |
| -Teacher | | 3 | 4% |
| -Tired from work | | 2 | 3% |
| Since you started in ABE classes, have you enrolled in any other training or educational classes? | -Yes | 12 | 17% |
| | -No | 58 | 83% |
| What kind of training? | -Job-related | 8 | 67% |
| | -Community | 3 | 25% |
| | -Other | 1 | 8% |



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Over half of the participants reported no dislikes about the ABE programs in which they were involved. Those who reported factors that they didn't like ranged from scheduling concerns to problems with other students or the teacher to the feeling that they just weren't learning fast enough. Finally, 17% of the participants had enrolled in other training and educational classes since they had started their participation in ABE programs. By far, most of these training programs were job-related (67%) with other programs having more of a community focus (25%).

**Participation:** Active enrollment in an ABE program is one variable to consider when analyzing the impact of such programs. Another measure of the impact of these programs, however, is how long students participated, i.e., how many instructional hours did students receive? From Table 17, it can be seen that instructional hours vary dramatically. Twenty one percent of the followup sample received 20 hours of instruction or less. On the other hand, almost 16% received over 200 hours of instruction by June 1993. These hours were recorded by the programs and are from the participants' initial enrollment through the end of June, 1993. The time period thus ranged from a little over a year to more than 18 months.

Data on simple instructional hours was recoded to correspond to participation levels in ABE programs reported in other national studies. For instance, **Minimal Participation** is usually associated with 20 hours or less of instruction in a program; **Modest Participation** is indicated by up to 80 hours of instruction; and **Substantial Participation** is correlated with over 81 hours of instruction. We chose these break points on the basis of conventional wisdom (and some research) associating hours of instruction with literacy skill gains. In under 20 hours, a participant is not expected to make many gains in skill at all (especially since some programs "credit" participants with 12 hours of instruction for going through the intake process, and participants may drop out without attending a single class. Eighty hours of instruction is conventionally associated with one to two grade level gains (although research on skill gains and hours of instruction tends to show very limited correlation). Over 80 hours of instruction demonstrates significant participation over a substantial period of time. From Table 18, 22% of this sample had minimal participation; 41% had modest participation; and 37% had substantial participation.

A comparison of participation rates can also be made by comparing the categorization discussed above to that reported by the national ABE evaluation (Young, Morgan, and Fleishman, 1993). In this report, participation was grouped into categories related to instructional hours: 25% of the national sample participated in under 16 hours of instruction; 50% of the national sample participated between 16 and 95 hours of instruction; and over the final 25% of the national sample participated in over 95 hours of instruction. For our participants the corresponding percentages are as follows: under 16 hours; between 16 and 95 hours; and over 95 hours. These participation rates, especially in the top category are higher than those reported by the national study.

Table 17

| Instructional Hours | | | |
|---|---|---|---|
| | N | % | Avg |
| 0-20 | 15 | 22% | |
| 21-40 | 16 | 24% | |
| 41-60 | 9 | 13% | |
| 61-80 | 3 | 4% | |
| 81-200 | 14 | 21% | |
| 200+ | 11 | 16% | |
| **Average Instructional Hours** | | | 98.46 |

Table 18

| Participation (Grouping of Instructional Hours) | | |
|---|---|---|
| | N | % |
| -Minimal Participation (0-20 Hours) | 15 | 22% |
| -Modest Participation (21-80 Hours) | 28 | 41% |
| -Substantial Participation (81 Hours & Above) | 25 | 37% |
| Total | 68 | 100% |

Do certain demographic variables affect the number of instructional hours that participants engage in? Table 19 examines the effects of program status, gender, race, region of the State, and urban/rural status on instructional hours. Those participants still active (from program reports) had more than two and one half times as many instructional hours as those participants who were no longer active. Furthermore, black participants and adults from West Tennessee had the highest average hours of instruction. Participants from urban areas also accumulated slightly more instructional hours. Females had more instructional hours than males but this difference did not quite reach statistical significance. The only variable that showed no statistical difference was that of marital status. Table 19 presents only the overall averages on instructional hours. In the following tables, we present grouped participation rates (minimal , modest, and substantial) for those variables which showed a statistical difference.

Table 19.

| | Instructional Hours | | | | | | Significance Test |
|---|---|---|---|---|---|---|---|
| | N | Mean | SD | Median | Min | Max | |
| Status | | | | | | | |
| -Still Active | 24 | 165.21 | 189.07 | 130 | 13.5 | 776 | t = -2.52 |
| -Not Active | 43 | 63.49 | 74.56 | 38 | 3 | 350 | p < .05 |
| Gender | | | | | | | |
| -Male | 30 | 68.63 | 78.62 | 38.5 | 3 | 350 | t = 1.76 |
| - Female | 38 | 122.00 | 164.22 | 53.5 | 0 | 776 | p < .08 |
| Race | | | | | | | |
| -White | 33 | 51.97 | 49.85 | 38 | 0 | 186 | t = -2.78 |
| -Black | 33 | 140.73 | 176.79 | 45 | 1.2 | 776 | p < .05 |
| Region | | | | | | | |
| -East TN | 29 | 56.93 | 60.27 | 41.5 | 0 | 225.5 | |
| -Middle TN | 7 | 66.57 | 49.63 | 62 | 4 | 134 | F = 3.56 |
| -West TN | 32 | 143.06 | 178.49 | 62.5 | 12 | 776 | p < .05 |
| Urban/Rural | | | | | | | |
| -Urban | 24 | 137.65 | 166.28 | 110.5 | 3 | 776 | t = 1.79 |
| -Rural | 44 | 77.08 | 111.23 | 36 | 0 | 662.5 | p < .07 |
| Marital Status | | | | | | | |
| -Married | 29 | 86.59 | 78.92 | 44 | 0 | 225.5 | t = .59 |
| -Not Married | 38 | 104.79 | 167.32 | 42.25 | 6 | 776 | n.s. |

At what point in an ABE program are participants most likely to discontinue their participation? Table 20 examines whether participants are still active in an ABE program (based on reports from the program sites) and what level of participation adults have achieved. Of those participants no longer active, 30% dropped out within the first twenty hours of the program, 44% received up to eighty hours of instructional (modest participation), and only 26% remained in the program longer than eighty hours (substantial participation). Of those participants who are still active, 58% have accumulated over eighty hours of instruction. These results seem to indicate certain critical periods for retention of participants in ABE programs. Close to 19% of all participants (13/67) are lost within the first twenty hours. Another 28% (19/67) drop out within eighty hours of instruction. This confirms earlier research findings as well as the recent National ABE evaluation by Young, Morgan, and Fleishman (1993).

Table 20

| Participation | Not Active in ABE | | Still Active in ABE | |
|---|---|---|---|---|
| | N | % | N | % |
| -Minimal Participation (0 - 20 hours) | 13 | 30% | 1 | 4% |
| -Modest Participation (21 - 80 hours) | 19 | 44% | 9 | 38% |
| -Substantial Participation (81 hours +) | 11 | 26% | 14 | 58% |
| Total | 43 | 100% | 24 | 100% |

Which participants are most likely to remain in the program and achieve substantial participation? Which participants are more likely to drop out of the program after less than twenty hours of instruction? Tables 21 and 22 examine these questions from the variable of race. Table 21 shows that the minimal participation group is approximately two-thirds white, the modest participation group is more evenly divided between black and white, and the substantial participation group is approximately two-thirds black and one-third white. Table 22 examines this black/white split from another angle. Looking at the white participants, almost half of them (49%) have evidenced modest participation at the time of the followup interview. On the other hand, almost half of the blacks (49%) had achieved substantial participation.

Table 21

| Participation | White | | Black | | Other | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| -Minimal Participation | 10 | 67% | 5 | 33% | 0 | 0 | 15 | 100% |
| -Modest Participation | 16 | 57% | 12 | 43% | 0 | 0 | 28 | 100% |
| -Substantial Participation | 7 | 28% | 16 | 64% | 2 | 8% | 25 | 100% |

Table 22

| Participation | White | | Black | | Other | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| -Minimal Participation | 10 | 30% | 5 | 15% | 0 | 0 |
| -Modest Participation | 16 | 49% | 12 | 36% | 0 | 0 |
| -Substantial Participation | 7 | 21% | 16 | 49% | 2 | 100% |
| Total | 33 | 100% | 33 | 100% | 2 | 100% |

Most of the participants who had minimal participation were located in East Tennessee, modest participation adults were evenly distributed between the East and West, and substantial participation adults were mostly in West Tennessee, ( see Table 23 and Table 24). A majority of the participants from urban areas had substantial participation, while half of the participants from rural areas had modest participation (see Table 25). Although participants who had substantial participation tended to be slightly younger than the other two groups, this difference did not reach statistical significance ($F = 1.05$, n.s., see Table 26).

Table 23

| Participation | East TN | | Middle TN | | West TN | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| -Minimal Participation | 10 | 67% | 1 | 7% | 4 | 26% | 15 | 100% |
| -Modest Participation | 12 | 46% | 4 | 8% | 12 | 46% | 28 | 100% |
| -Substantial Participation | 7 | 28% | 2 | 8% | 16 | 64% | 25 | 100% |

Table 24

| Participation | East TN | | Middle TN | | West TN | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| -Minimal Participation | 10 | 34% | 1 | 14% | 4 | 12.5% |
| -Modest Participation | 12 | 41% | 4 | 57% | 12 | 37.5% |
| -Substantial Participation | 7 | 24% | 2 | 28% | 16 | 50% |
| Total | 29 | 100% | 7 | 100% | 32 | 100% |

Table 25

| Participation | Urban | | Rural | |
|---|---|---|---|---|
| | N | % | N | % |
| -Minimal Participation | 5 | 21% | 10 | 23% |
| -Modest Participation | 6 | 25% | 22 | 50% |
| -Substantial Participation | 13 | 54% | 12 | 27% |
| Total | 24 | 100% | 44 | 100% |

Table 26

| Participation | Average Age |
|---|---|
| -Minimal Participation | 40.0 |
| -Modest Participation | 39.5 |
| -Substantial Participation | 33.9 |

Does differential participation influence the reasons participants give for leaving ABE programs? Table 27 displays part of Table 15 presented earlier broken down by the three participation groups. Although the numbers are quite small, some general trends emerged. for instance, minimal participation adults stop attending for factors related more to health and disability problems and to transportation concerns. Modest and substantial participants leave more over issues related to work schedules, having gotten a job, or, to some extent, child-care and transportation problems.

Table 27

| Reasons Why Students Stopped Attending ABE Classes | Participation | | | Total |
|---|---|---|---|---|
| | Minimal | Modest | Substantial | |
| -Health Reasons | 4 | 2 | 2 | 8 |
| -Diagnosed Disability | 2 | 1 | 0 | 3 |
| -No Support at Home | 1 | 2 | 1 | 4 |
| -Transportation Problems | 5 | 4 | 2 | 11 |
| -Child Care Problems | 0 | 3 | 3 | 6 |
| -Work Schedule | 2 | 5 | 3 | 10 |
| -Not Learning Enough/Fast Enough | 0 | 3 | 2 | 5 |
| -Problem with Teacher/Tutor/Class | 1 | 3 | 1 | 5 |
| -Other | 4 | 5 | 2 | 11 |
| -Got a Job | 2 | 4 | 5 | 11 |
| -I Met My Goals | 0 | 0 | 0 | 0 |

How does differential participation affect the likes and dislikes that are reported about ABE programs? Table 28 relates part of Table 16 presented earlier broken down by the three participation groups. As to how participation has made a difference, all three groups report on the improvement in reading/writing/math skills. Adults with modest or substantial participation are more likely to report that participation has affected learning in general and their own confidence. This general finding is echoed on the question related to what you liked about an ABE program. All participants seemed to like improvements in skills. Participants who had remained in the group for a longer period, however, were more likely to like learning in general, the teacher, and working in a group. Dislikes were interesting. The minimal participation group disliked scheduling conflicts and felt that they weren't learning fast enough. Only the substantial participation group noted the concern over other students being disruptive or not serious about learning.

Table 28

| | Participation | | | Total |
|---|---|---|---|---|
| | Minimal | Modest | Substantial | |
| How has participation made a difference? | | | | |
| -Reading/writing/math improvement | 7 | 13 | 11 | 31 |
| -Learning (general) | 2 | 5 | 4 | 11 |
| -Everyday literacy skills (specific) | 1 | 4 | 3 | 8 |
| -Confidence: feeling better about self | 1 | 1 | 3 | 5 |
| -Got a job, or improved on the job | 1 | 2 | 2 | 5 |
| -Helping children | 0 | 0 | 1 | 1 |
| -Being with people | 1 | 0 | 0 | 1 |
| What have you liked most about taking part in ABE? | | | | |
| -Reading/writing/math | 4 | 8 | 4 | 16 |
| -Working in group; fellowship | 3 | 4 | 5 | 12 |
| -Learning (general) | 1 | 6 | 4 | 11 |
| -Teacher | 0 | 3 | 6 | 9 |
| -One on one help | 3 | 2 | 1 | 6 |
| -Using the computer | 1 | 1 | 1 | 3 |
| -Fun | 0 | 1 | 2 | 3 |
| -Working at own pace | 0 | 1 | 1 | 2 |
| -Increased confidence | 0 | 0 | 1 | 1 |
| What have you liked least? | | | | |
| -No dislikes | 7 | 11 | 18 | 36 |
| -Not learning fast enough/not at right level | 3 | 4 | 0 | 7 |
| -Hours/scheduling/location of classes | 3 | 4 | 1 | 8 |
| -Reading/writing/math | 1 | 3 | 2 | 6 |
| -Other students who are disruptive/not serious | 0 | 0 | 4 | 4 |
| -Teacher | 1 | 2 | 0 | 3 |
| -Tired from work | 0 | 2 | 0 | 2 |

**Barriers:** During the baseline interviews, participants were asked if they foresaw any potential barriers that might impede their progress in the ABE program. Does recognition of potential barriers impact future participation in ABE programs? Table 29 breaks down whether participants at the baseline reported any type of potential barrier (Yes) or reported no potential barrier (No) and whether they were still active in the ABE program at the time of the followup interview. Interestingly enough, those participants who foresaw potential barriers were more likely to still be active in an ABE program than those participants who foresaw no potential problems. In other words, those participants who could see problems seemed to be able to deal with them in order to maintain participation in a program. For those who didn't see problems, however, the emergence of a barrier has drastically affected their participation in a program.

Table 29

| Potential Barriers | Still Active in ABE | | Not Active in ABE | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| -Yes (Any Barriers) | 16 | 48% | 17 | 52% | 33 | 100% |
| -No | 8 | 22% | 28 | 78% | 36 | 100% |

Table 30 examines this interesting finding further by looking only at those participants who said they are no longer active in a program and the actual barriers they reported that stopped their participation in ABE programs at the time of the followup interview (For this table, data is only available for those participants who listed barriers in the followup interview). For those participants who foresaw a potential barrier but still had to quit the program, 50% reported that the potential barrier had become an actual barrier; 25% had found a job; and the remaining 25% had barriers arise on which they had not planned. In contrast, for those participants who reported during the baseline interviews that they saw no potential barriers, 64% had one or more barriers arise which prevented them from continuing in the program.

Table 30
Actual Barriers

| Potential Barriers | Same | | Same & Other | | Other(s) | | Got a Job | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| -Yes | 3 | 25% | 3 | 25% | 3 | 25% | 3 | 25% | 12 | 100% |
| -No | | | | | 14 | 64% | 8 | 36% | 22 | 100% |

Of this last group, 36% quit the program because they had found a job. Even though those participants who foresaw no actual barriers when they started an ABE program were more likely not to be active a year later, during their participation in ABE programs these participants did accumulate a large number of instructional hours. Table 31 shows that, on average, there was no statistically significant difference between the number of instructional hours of participants who foresaw barriers and those who did not.

Table 31

| Predict Barriers? | Instructional Hours | | | | | | |
|---|---|---|---|---|---|---|---|
| | N | Mean | SD | Median | Min | Max | Significance Test |
| -Yes | 33 | 82.02 | 120.49 | 41.75 | 3 | 662.50 | t = -1.03 |
| -No | 36 | 116.30 | 148.06 | 46 | 4 | 776 | n.s. |

## III B. EMPLOYMENT CHANGES

### Highlights

**Getting and keeping a job:** Close to half of all participants told us they had enrolled in ABE for job-related reasons -- to get a job or a new job, to keep a job or get a promotion. Of particular interest is the 30% of participants who were unemployed and looking for work at the time they entered the ABE program. Almost half of this group had found a job by the time of interview. However, one in five of those who had been employed at the time of the baseline had lost their job by the follow-up. The new employment gain in the whole group is 9% See Figure 9.

That's the good news. The bad news is that all of those who gained a job left the ABE program. That is bad news for a couple of reasons. First, for the most part they did not participate long enough to be likely to make great skill gains, given that they were reading at fifth grade level or below. Second, the jobs they got were not very good jobs. Average wages were only $4.87 per hour, worse even than the wages of those employed at the baseline ($6.07 per hour). More of these jobs carry benefits than at the baseline, but fewer are covered by a health plan.

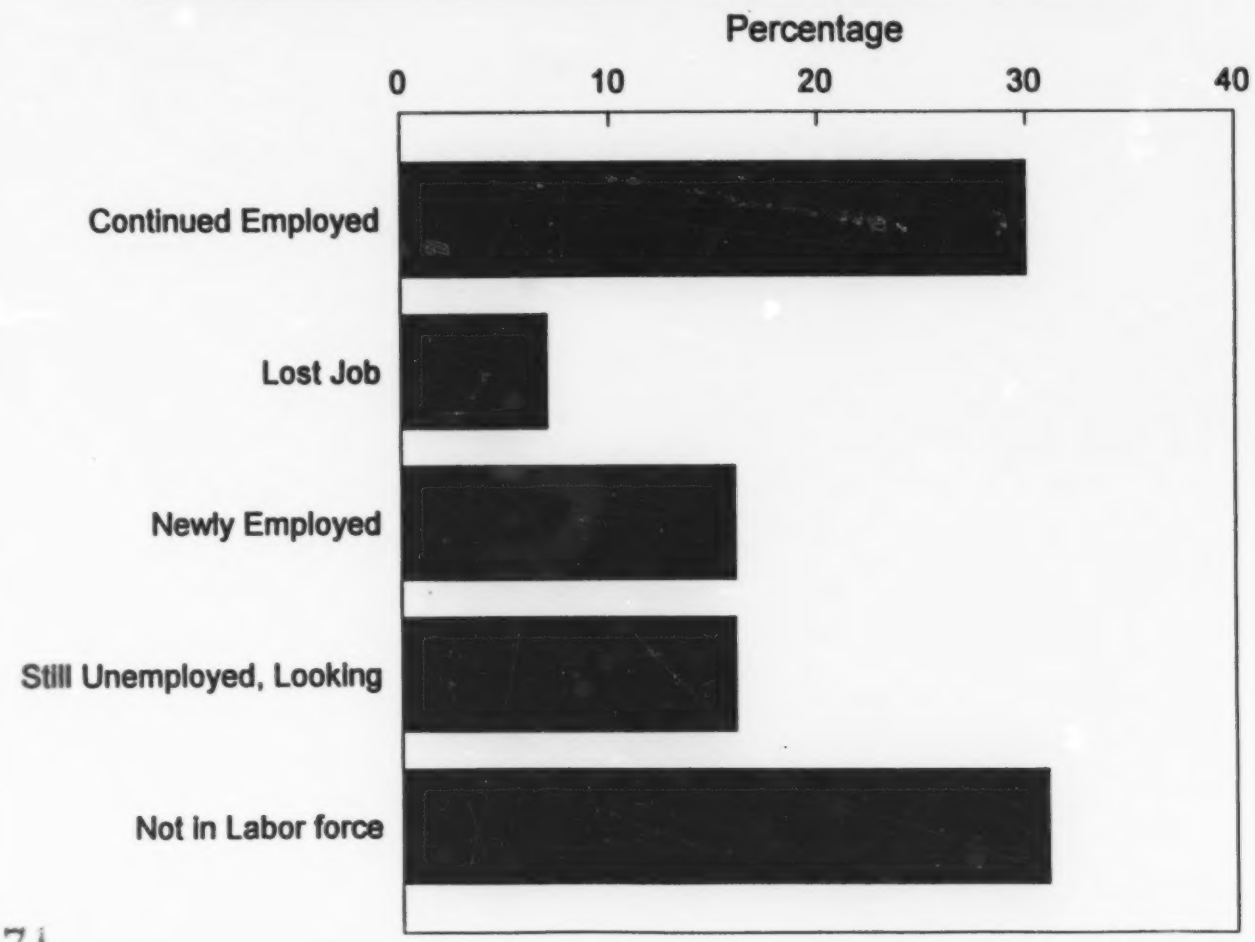
**Demographic differences:** There are important demographic differences between the employment groups. The group that is out of the labor force (unemployed not looking for work) is majority black, female and urban. The recently employed group, on the other hand, is almost all white. The continued employed group is majority white, male and heavily rural. See Figures 10-12.

**Employment and ABE participation:** The group which was employed at the baseline was most likely to report they had enrolled in ABE for job-related reasons, and were also most likely to be still active in the program at the follow-up.

**Employment and life satisfaction:** In the baseline data on Cohort One it was apparent that employment status was closely related both to self esteem and to satisfaction with life in general. Employed participants had higher self esteem and tended to be more satisfied in other areas of their life. In the follow-up interviews, participants were asked if they felt their lives were better worse or about the same since joining the ABE program. While most people reported "same" or "better" in most areas (with the notable exceptions of health and finances), there are some differences according to employment status. Those who are now unemployed and not looking for work (out of the labor force) are more likely to report feeling better about their relationships with their children, about their city and community, their religion, family life and friendships. The continued employed on the other hand are more likely to report feeling better about themselves, about their life in general and about their finances.

The recently employed group perhaps reflect some of the stresses of adjusting to working life. They are less likely than the other groups to report feeling better about their relationship with their child, their religion, hobbies and organizations, and their marriage and family life. Both unemployed groups are much more likely to report feeling worse about their financial affairs.

# Figure 9: Change in Employment




71

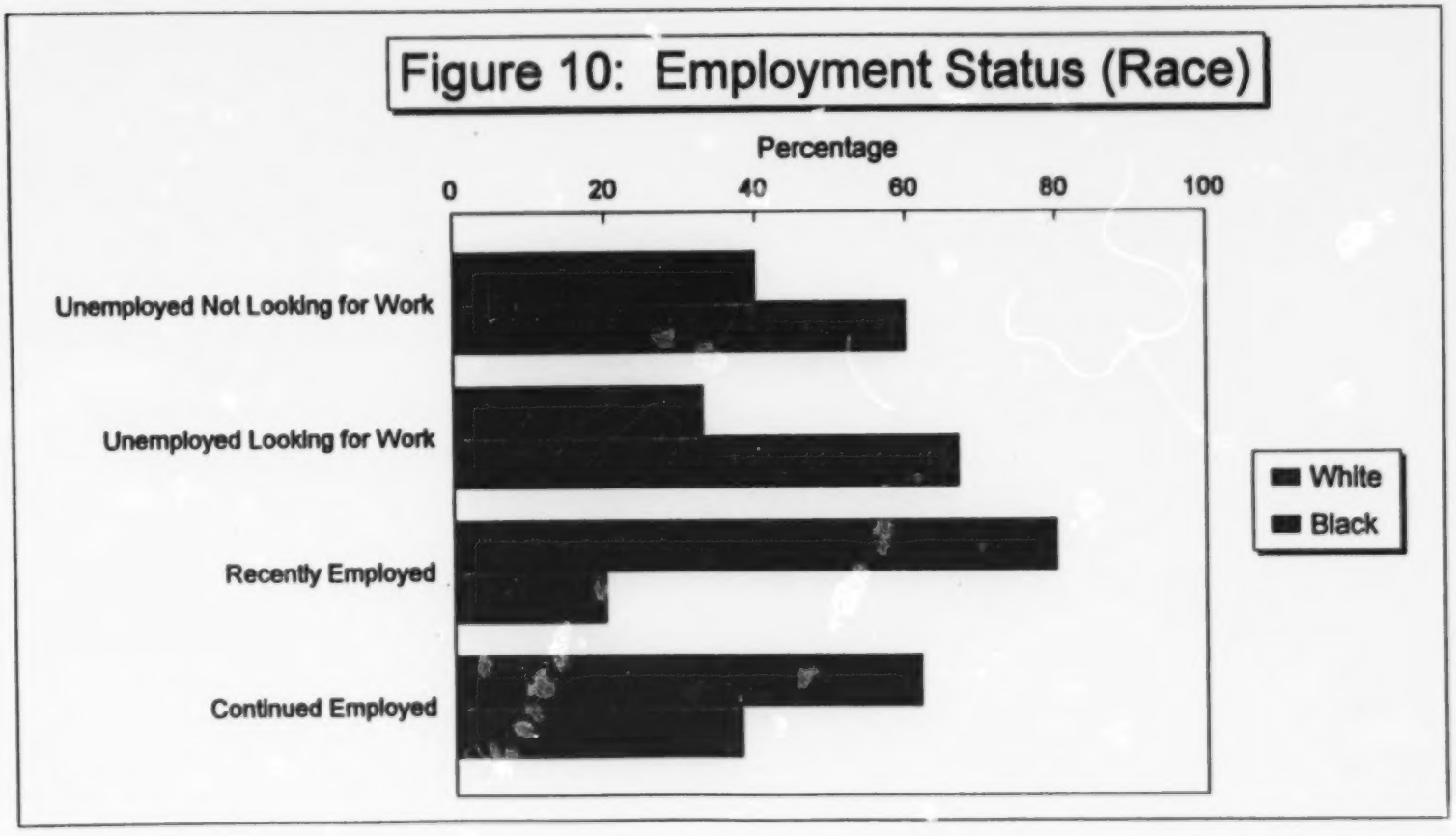
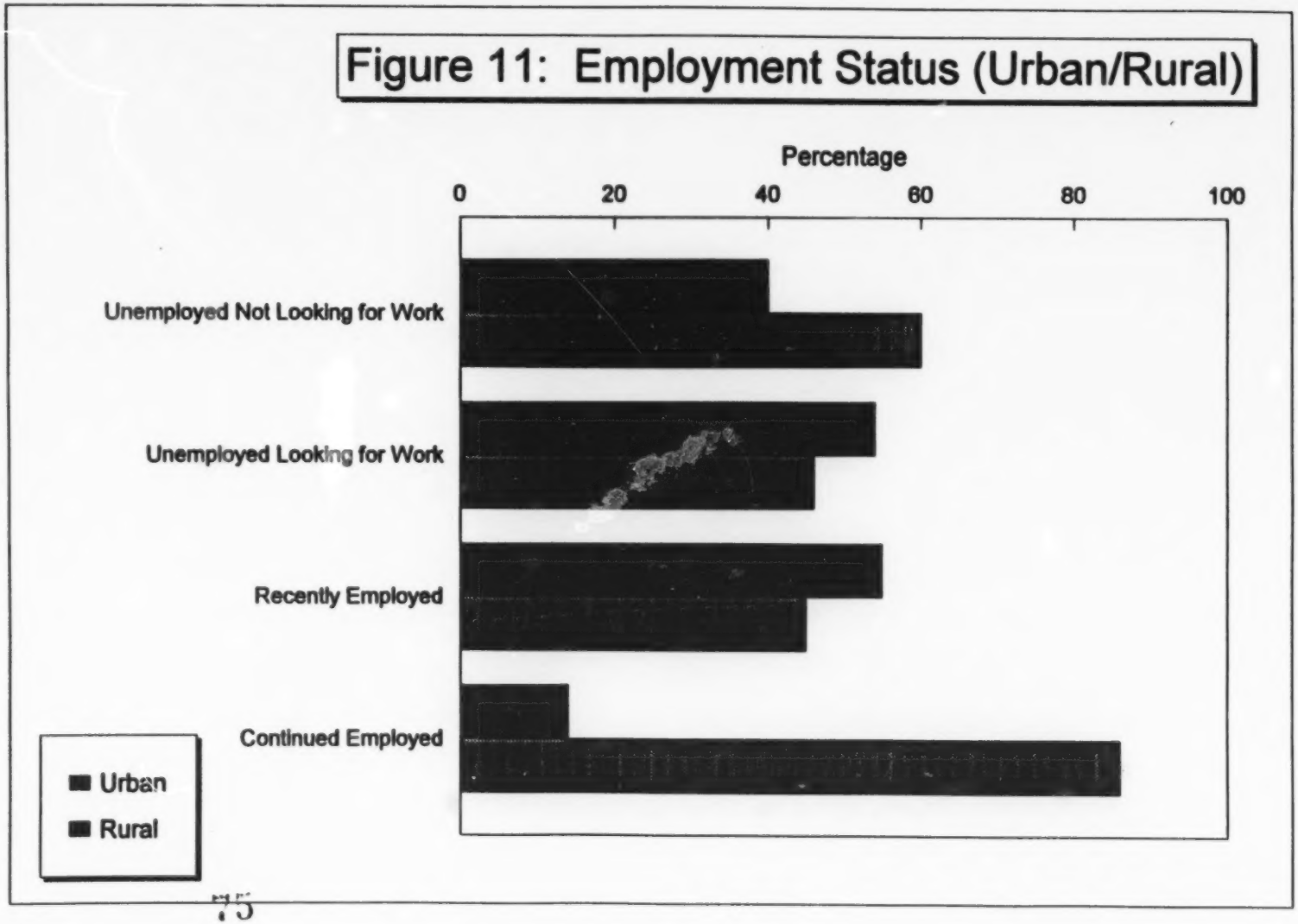


Figure 10: Employment Status (Race)
Percentage
0
20
40
60
80
100
Unemployed Not Looking for Work
Unemployed Looking for Work
Recently Employed
Continued Employed
White
Black

## Figure 11: Employment Status (Urban/Rural)



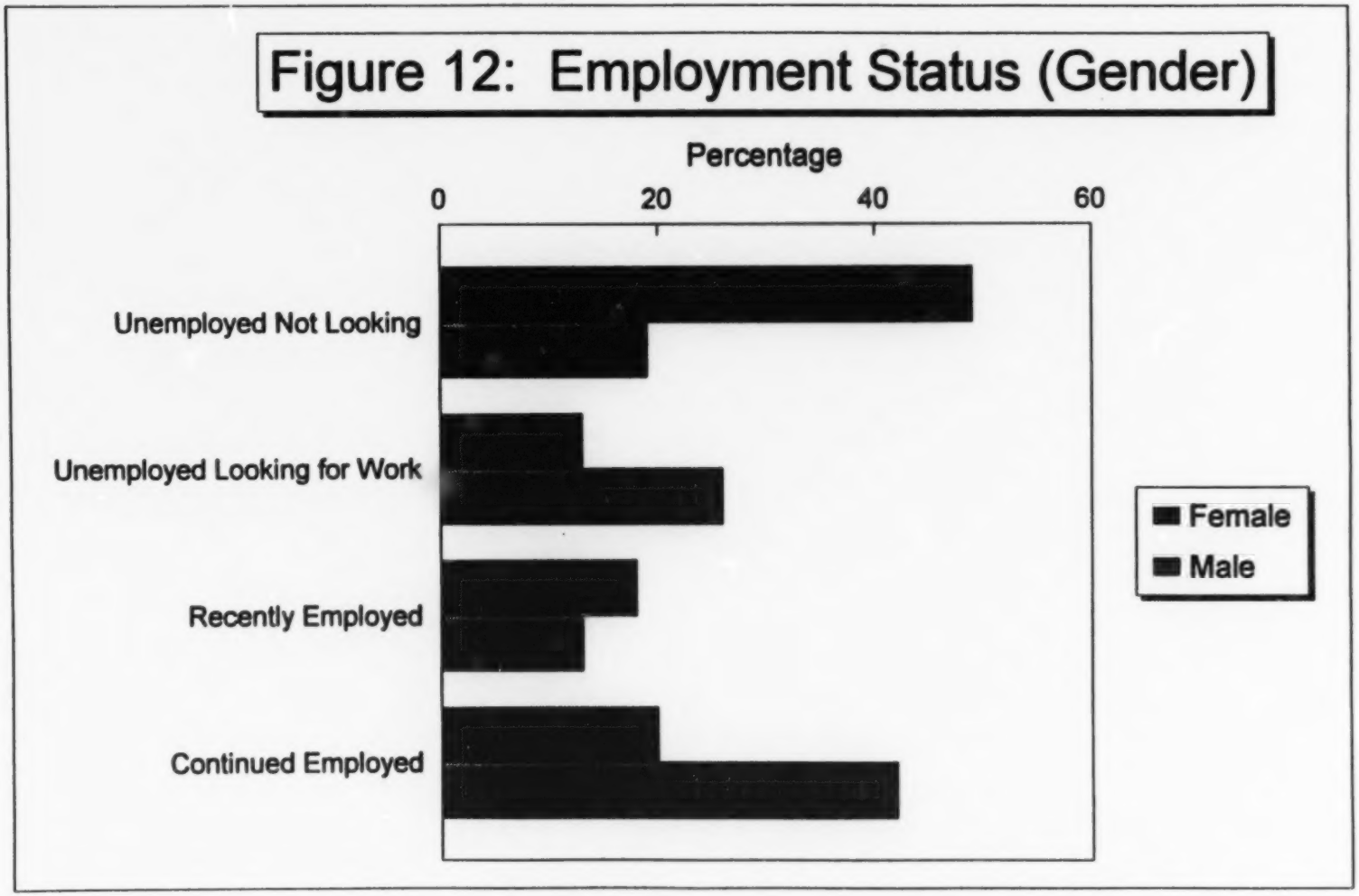


Figure 12: Employment Status (Gender)
Percentage
0
20
40
60
Unemployed Not Looking
Unemployed Looking for Work
Recently Employed
Continued Employed
Female
Male

## III C. Employment Changes – Detailed Results

Does participation in an ABE program increase a person's chances of gaining and maintaining employment? This section will discuss different aspects of this question, from examining changes in employment among ABE participants one year later, to relating how changes in employment might affect other aspects of a person's life, to ascertaining how ABE participation might differentially impact the employed and the unemployed.

At the time of the baseline interview, participants were grouped into three categories: Employed, Unemployed Looking for Work, and Unemployed Not Looking for Work (essentially out of the labor force). In the followup interview, participants were asked if they were employed or unemployed and, if unemployed, whether or not they were actively seeking employment. Table 32 presents a comparison of employment status in the baseline with that in the followup. Of those participants employed in the baseline, 81% had maintained their job, while 19% had lost their job. Of the unemployed participants looking for work, 48% had found a job by the time of the followup interview; 52% remained unemployed. Of those unemployed persons not looking for work, curiously one person found employment. Taken together, close to 16% of all ABE participants had gained a job since the baseline interview, and 7% had lost their job; this makes for a net gain of approximately 9%.

Table 32

| Baseline | Follow-up Employed | | Follow-up Unemployed | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| -Employed | 21 | 81% | 5 | 19% | 26 | 100% |
| -Unemployed Looking for Work | 10 | 48% | 11 | 52% | 21 | 100% |
| -Unemployed Not Looking for Work | 1 | 4% | 22 | 96% | 23 | 100% |

Table 33

| Baseline | Follow-up Employed | | Follow-up Unemployed | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| -Employed | 21 | 81% | 5 | 19% | 26 | 100% |
| -Unemployed Looking for Work | 10 | 48% | 11 | 52% | 21 | 100% |

Chi Square = 5.69, $p<.05$

That's the good news. The jobs that these participants acquired, however, were not very good jobs. Average wages were only $4.87 per hour, worse even than the wages of those employed at the baseline ($6.07 per hour). These jobs also carry fewer benefits.

Clearly, a significant number of those participants who were seeking employment had found a job by the time of the followup interview (See also Table 33, Chi-Square = 5.69, $p < .05$). To further explore how employment and unemployment might affect other variables, the followup participants were divided into four groups: Continued Employment, i.e., those who had a job in both the baseline and followup, (21/70 or 30%); Recently Employed, i.e., those who were unemployed originally but had gained a job by the time of the followup interview, (11/70 or 16%); Unemployed Looking for Work, i.e, those unemployed participants who are seeking employment, which includes those who had lost their original job and are now seeking employment, (13/70 or 18.5%); and Unemployed Not Looking for Work, those individuals who are essentially out of the labor force, (25/70 or 35.5%). The analyses that follow are based on either all four groups or only the three groups still in the labor force.

Participants in the baseline interview were asked their reason for enrolling in an ABE program. Table 34 categorizes these initial reasons for enrolling in an ABE program into two major categories: Job-Related reasons and Non Job-Related reasons. These two categories are then broken down by employment status. Of the eleven participants who were recently employed, 64% (7/11) had originally entered an ABE program for job-related reasons. The participants who had maintained employment had mostly entered because of job-related reasons (14/18 or 78%). On the other hand, those participants who are unemployed and out of the labor force are primarily in an ABE program for non-job related reasons (13/21 or 62%). Nevertheless, 8/21 people not in the labor force gave job-related reasons for enrolling in ABE, which suggests their non-labor force status is not permanent but a shifting one.

Table 34

| Employment Status | Reasons for Enrolling in ABE | | | |
|---|---|---|---|---|
| | Job-Related | | Non Job-Related | |
| | N | % | N | % |
| -Unemployed Not Looking for Work | 8 | 38% | 13 | 62% |
| -Unemployed Looking for Work | 7 | 54% | 6 | 46% |
| -Recently Employed | 7 | 64% | 4 | 36% |
| -Continued Employed | 14 | 78% | 4 | 22% |
| Total | 36 | 100% | 27 | 100% |

How does race affect the four employment groups? Table 35 presents a comparison of white and black participants on current employment status. The majority of unemployed out of the labor force (60%) and unemployed looking for work (67%) participants are black. On the other hand, the majority of recently employed (80%) and continued employed (62%) participants are white (Chi-square = 7.07, $p < .07$)). This pattern of employment and unemployment is clarified further when other variables are examined, such as urban/rural status, gender, and region of the State. Table 36 presents information on the four employment groups by urban and rural status. A high percentage of continued employed participants are from rural areas. Furthermore, from Table 37, a high percentage of females are unemployed (49%) while an equally high percentage of males have maintained employment (42%). (Chi-square = 8.67, $p < .05$) The four employment categories are a little more evenly distributed among the three regions of the State, from Table 38 (Chi-Square = 3.64, n.s.).

Table 35

| Employment Status | White | | Black | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| -Unemployed Not Looking for Work | 10 | 40% | 15 | 60% | 25 | 100% |
| -Unemployed Looking for Work | 4 | 33% | 8 | 67% | 12 | 100% |
| -Recently Employed | 8 | 80% | 2 | 20% | 10 | 100% |
| -Continued Employed | 13 | 62% | 8 | 38% | 21 | 100% |

Chi-Square = 7.07, $p<.07$

The out of the labor force group is mostly female, and split between white and black, and urban and rural areas.. The unemployed and looking group is mostly black and male but somewhat more likely to split between urban and rural settings.

Table 36

| Employment Status | Urban | | Rural | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| -Unemployed Not Looking for Work | 10 | 40% | 15 | 60% | 25 | 100% |
| -Unemployed Looking for Work | 7 | 54% | 6 | 46% | 13 | 100% |
| -Recently Employed | 6 | 55% | 5 | 45% | 11 | 100% |
| -Continued Employed | 3 | 14% | 18 | 86% | 21 | 100% |

Chi-square = 7.77, $P < .05$

Table 37

| Employment Status | Female | | Male | |
|---|---|---|---|---|
| | N | % | N | % |
| -Unemployed Not Looking for Work | 19 | 49^E | 6 | 19% |
| -Unemployed Looking for Work | 5 | 13% | 8 | 26% |
| -Recently Employed | 7 | 18% | 4 | 13% |
| -Continued Employed | 8 | 20% | 13 | 42% |
| Total | 39 | 100% | 31 | 100% |

Chi-Square = 8.67, $p < .05$

Table 38

| Employment Status | East TN | | Middle TN | | West TN | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| -Unemployed Not Looking for Work | 9 | 29% | 3 | 43% | 13 | 41% |
| -Unemployed Looking for Work | 5 | 16% | 1 | 14% | 7 | 22% |
| -Recently Employed | 5 | 16% | 2 | 29% | 4 | 12% |
| -Continued Employed | 12 | 39% | 1 | 14% | 8 | 25% |
| Total | 31 | 100% | 1 | 100% | 32 | 100% |

Chi-Square = 3.64, n.s.

How does employment status affect current participation in an ABE program? Table 39 presents a comparison of the four employment groups and whether or not the participants are still active in an ABE program, based on program reported statistics. This table presents some interesting disparities. For unemployed participants not in the labor force, 40% are still active in their ABE program, while 60% are not. Even fewer unemployed participants seeking a job are still active in the original ABE program (only 17%). Curiously, all (100%) of the participants who recently gained employed are no longer active in the ABE program. Finally, of those participants who had maintained a job, 57% are still active. This table indicates that seeking a job or gaining employment is hazardous to your enrollment in an ABE program. (Chi-square = 12.53, $p < .05$). Being in stable employment seems to make continued enrollment more likely.

Table 39

| Employment Status | Status in ABE (Self-Report) | | | | Total | |
|---|---|---|---|---|---|---|
| | Not Active | | Active | | | |
| | N | % | N | % | N | % |
| -Unemployed Not Looking for Work | 15 | 60% | 10 | 40% | 25 | 100% |
| -Unemployed Looking for Work | 10 | 83% | 2 | 17% | 12 | 100% |
| -Recently Employed | 11 | 100% | 0 | 0 | 11 | 100% |
| -Continued Employed | 9 | 43% | 12 | 57% | 21 | 100% |

Chi-Square = 12.53, $p < .05$

The actual amount of participation, based on instructional hours (see Table 40), is more evenly divided among the four employment groups (Chi-square = 5.19, n.s.). Unemployed looking for work participants have the highest average amount of instructional hours and participants who recently acquired a job have the lowest average (however differences are non-significant).

Table 40.

| Employment Status | Degree of Participation | | | | | | Average Instructional Hours |
|---|---|---|---|---|---|---|---|
| | Minimal | | Modest | | Substantial | | |
| | N | % | N | % | N | % | |
| -Unemployed | 8 | 53% | 9 | 32% | 8 | 32% | 92.30 |
| -Unemployed Looking | 4 | 27% | 5 | 18% | 4 | 16% | 131.42 |
| -Recently Employed | 1 | 7% | 5 | 18% | 3 | 12% | 71.56 |
| -Continued Employed | 2 | 13% | 9 | 32% | 10 | 40% | 96.90 |
| Total | 15 | 100% | 28 | 100% | 25 | 100% | |

Chi-Square = 5.19, n.s.

To what degree are transfer payments affected one year to twenty months later? Table 41 presents a comparison of three employment groups (all of the unemployed, recently employed, and continued employed) broken down by the type of transfer payments received, as reported in the baseline and followup interviews. Transfer payments contained the following: food stamps; AFDC; Unemployment Pay; JOBS allowance; SSI; WIC; and

Social Security. From Table 41, it seems that payments in the unemployed group have remained constant or increased slightly (the number of individuals with food stamp payments has increased as has those individuals receiving Social Security). For the recently employed group, as might be expected, transfer payments have decreased dramatically: food stamp and AFDC payments have dropped nearly in half and unemployment pay stopped completely. For those individuals who have maintained a constant job, transfer payments have mostly also remained constant, with only Social Security income increasing substantially.

Table 41

| Transfer Payments | Unemployed | | Recently Employed | | Continued Employed | |
|---|---|---|---|---|---|---|
| | Baseline | Follow | Baseline | Follow | Baseline | Follow |
| -Food stamps | 21 | 24 | 7 | 4 | 5 | 6 |
| -AFDC | 8 | 8 | 4 | 2 | 2 | 2 |
| -Unemployment Pay | 2 | 2 | 2 | 0 | 0 | 2 |
| -JTPA/JOBS Allowance | 3 | 2 | 0 | 0 | 0 | 0 |
| -SSI (Supplemental Security Income) | 7 | 7 | 0 | 0 | 2 | 2 |
| -WIC | 3 | 4 | 1 | 1 | 0 | 1 |
| -Social Security | 10 | 12 | 1 | 1 | 1 | 4 |

Participants in the followup interview were asked to evaluate if various aspects of their life had changed since the time of the baseline interview. These changes could be evaluated in one of three categories: same, better, or worse. Aspects of the participant's life that were evaluated ranged from employment and financial issues, to marital and family life, to community factors, and personal issues. What aspects of a person's life have changed one year later? How are these aspects related to employment status?

Table 42 presents information related to these two questions. Examining the totals column at the far right of the table first, it is apparent that in only a few areas do participants report that aspects have worsened; i.e, the choice that things have gotten "worse" was just not used that often by participants. Two areas that worsened for some participants might be expected--finances and health. Curiously, attitudes toward the national government had also worsened slightly.

For most of the topics covered, however, overall responses can be grouped into three major categories for all participants: the situation has gotten Better; the situation has remained the Same; or responses are split between Same and Better. Examining the totals column in Table 42, three aspects of life have generally gotten Better for participants: feelings about your child's performance in school; feelings about yourself and feelings about life in general. Six aspects of life have generally remained the same: feelings about health, community, organizations, religion, friendships, and the national government. Participants have mixed feelings, however, about the remaining eight aspects of life. These areas include: feelings about work (for those who are employed); finances, relationship with your children; your house/apartment; the city in which you live; your hobbies; your marriage; and your family life.

How does employment status impact feelings about change and improvement in various aspects of life? To answer this question, Table 42 needs to be examined to determine if the general patterns outlined in the paragraph above fit all four employment groups or, on the other hand, if one employment category, for instance, reports that aspects of life have gotten better more than another employment group. It seems that those participants who unemployed and out of the labor force tend to report that life has gotten better for them more than the other three groups. This is evidenced in six aspects of life. Unemployed participants report that their relationship with their children, their feelings about their city, community, religion, family life, and friendships have improved. For the other three groups, the situation has remained mostly the same one year later in these six aspects of life.

Table 42

| How do you feel about... | | Unemployed | | Unemployed Looking | | Recently Employed | | Continued Employed | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | |
| 1. Your job? | Same | | | | | | | 9 | 43% | |
| | Worse | | | | | | | 1 | 5% | |
| | Better | | | | | | | 11 | 52% | |
| 2. Your child's school performance? | Same | 2 | 24% | 1 | 25% | 2 | 50% | 6 | 46% | 11 |
| | Worse | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Better | 5 | 71% | 3 | 75% | 2 | 50% | 7 | 54% | 17 |
| 3. Your relationship with your child? | Same | 3 | 43% | 2 | 50% | 3 | 75% | 6 | 40% | 14 |
| | Worse | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Better | 4 | 57% | 2 | 50% | 1 | 25% | 9 | 60% | 16 |
| 4. Yourself? | Same | 5 | 20% | 3 | 25% | 3 | 27% | 3 | 14% | 14 |
| | Worse | 1 | 4% | 1 | 8% | 0 | 0 | 0 | 0 | 2 |
| | Better | 19 | 76% | 8 | 67% | 8 | 73% | 18 | 86% | 53 |
| 5. Your Health? | Same | 11 | 44% | 9 | 69% | 8 | 73% | 17 | 81% | 45 |
| | Worse | 7 | 28% | 1 | 8% | 1 | 9% | 0 | 0 | 9 |
| | Better | 7 | 28% | 3 | 23% | 2 | 18% | 4 | 19% | 16 |
| 6. Your House/Apartment? | Same | 13 | 52% | 5 | 42% | 5 | 45% | 8 | 38% | 31 |
| | Worse | 2 | 8% | 2 | 16% | 0 | 0 | 1 | 5% | 5 |
| | Better | 10 | 40% | 5 | 42% | 6 | 55% | 12 | 57% | 33 |
| 7. Your city neighborhood? | Same | 11 | 44% | 8 | 67% | 7 | 64% | 14 | 67% | 30 |
| | Worse | 3 | 12% | 2 | 17% | 1 | 9% | 0 | 0 | 6 |
| | Better | 11 | 44% | 2 | 17% | 3 | 27% | 7 | 33% | 23 |
| 8. Your community? | Same | 9 | 36% | 7 | 58% | 9 | 82% | 13 | 62% | 38 |
| | Worse | 5 | 20% | 3 | 25% | 0 | 0 | 0 | 0 | 8 |
| | Better | 11 | 44% | 2 | 17% | 2 | 18% | 8 | 38% | 23 |
| 9. The National Government? | Same | 15 | 60% | 10 | 83% | 7 | 64% | 13 | 62% | 45 |
| | Worse | 6 | 24% | 0 | 0 | 2 | 18% | 4 | 19% | 12 |
| | Better | 4 | 16% | 2 | 17% | 2 | 18% | 4 | 19% | 12 |
| 11. Your Hobbies? | Same | 7 | 42% | 4 | 44% | 6 | 55% | 11 | 52% | 28 |
| | Worse | 3 | 18% | 0 | 0 | 1 | 9% | 0 | 0 | 4 |
| | Better | 7 | 42% | 5 | 56% | 4 | 36% | 10 | 48% | 26 |



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| Table 42 Continued How do you feel about... | Unemployed | | Unemployed Looking | | Recently Employed | | Continued Employed | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | |
| 12. Your Religion? | | | | | | | | | |
| Same | 7 | 37% | 6 | 67% | 10 | 91% | 12 | 60% | 35 |
| Worse | 1 | 5% | 0 | 0 | 0 | 0 | 1 | 5% | 2 |
| Better | 11 | 58% | 3 | 33% | 1 | 9% | 7 | 35% | 22 |
| 13. Organizations to which you Belong? | | | | | | | | | |
| Same | 11 | 73% | 5 | 72% | 9 | 90% | 11 | 69% | 36 |
| Worse | 0 | 0 | 1 | 14% | 1 | 10% | 0 | 0 | 2 |
| Better | 4 | 27% | 1 | 14% | 0 | 0 | 5 | 31% | 10 |
| 14. Your Marriage? | | | | | | | | | |
| Same | 1 | 14% | | | 5 | 71% | 8 | 57% | 14 |
| Worse | 1 | 14% | | | 1 | 14% | 0 | 0 | 2 |
| Better | 5 | 72% | | | 1 | 14% | 6 | 43% | 12 |
| 15. Your Family Life? | | | | | | | | | |
| Same | 6 | 30% | 4 | 40% | 8 | 80% | 10 | 50% | 28 |
| Worse | 1 | 5% | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Better | 13 | 65% | 6 | 60% | 2 | 20% | 10 | 50% | 31 |
| 16. Your Friendships? | | | | | | | | | |
| Same | 8 | 40% | 5 | 50% | 8 | 73% | 13 | 65% | 34 |
| Worse | 4 | 20% | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Better | 8 | 40% | 5 | 50% | 3 | 27% | 7 | 35% | 23 |
| 18. Your Financial Situation? | | | | | | | | | |
| Same | 11 | 55% | 3 | 30% | 4 | 36% | 9 | 45% | 27 |
| Worse | 7 | 35% | 4 | 40% | 2 | 18% | 1 | 5% | 14 |
| Better | 2 | 10% | 3 | 30% | 5 | 46% | 10 | 50% | 20 |
| 19. Life in General? | | | | | | | | | |
| Same | 10 | 50% | 5 | 50% | 3 | 27% | 6 | 30% | 24 |
| Worse | 1 | 5% | 0 | 0 | 1 | 9% | 0 | 0 | 2 |
| Better | 9 | 45% | 5 | 50% | 7 | 64% | 14 | 70% | 35 |

## III D. SELF ESTEEM

### Highlights

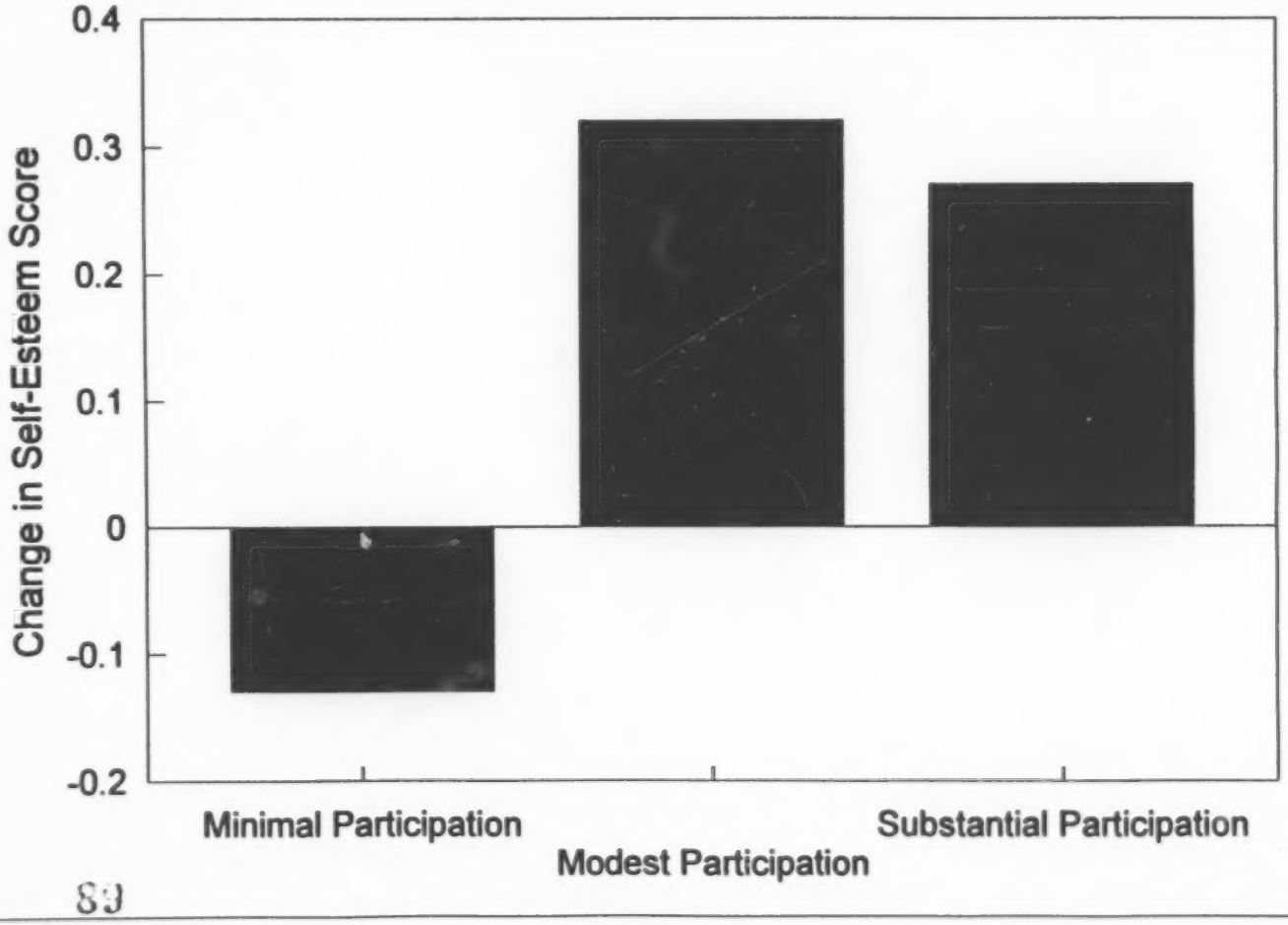
Self esteem in the baseline study was a measure interconnected with other aspects of life. People who were employed were likely to have higher self esteem, as were people who were healthy. Men had higher self esteem than women, and the highest average self esteem scores were those of married men. Self esteem was also related to life satisfaction. The complexity of this factor continues in the follow-up.

**Self esteem and ABE participation:** ABE practitioners almost universally believe that as a group, ABE students enter programs with lower than average self esteem, and that one of the main benefits of participating in ABE is increasing one's self esteem. The issue of whether ABE students have lower self esteem than others cannot be addressed here, but we have found that average self esteem, as measured by the Rosenberg Self Esteem Scale, increased between the baseline and follow-up interviews. Furthermore, the amount of participation in ABE is a significant factor. Those who participated only minimally (20 hours or less) actually decreased self esteem scores on average, whole those who participated more than 20 hours experienced increases in self esteem scores. The group which dropped out early had had somewhat higher self esteem scores in the baseline, but much lower scores in the follow-up. Indeed, some people reported feeling worse about the themselves <u>because</u> they did not stay in the program. See Figure 13.

**Self esteem and employment:** In the baseline, employment was associated with higher self esteem, and the highest self esteem at the follow-up is enjoyed by the group of "continued employed." However, those who gained a job, the "recently employed," showed the highest gain in self esteem scores. See Figure 14.

**Self esteem and marriage/gender:** In the baseline study there was an interaction between marriage and gender and self esteem. Unmarried men and women had similar average self esteem scores, while married men's self esteem was much higher and married women's self esteem much lower. At the time of the follow-up it appears that married women increased self esteem more, so that their average scores are no very similar to those of unmarried women. Married men's scores are still much higher than either, and the lowest average self esteem scores are those of unmarried men.

# Figure 13: Self-Esteem and Participation



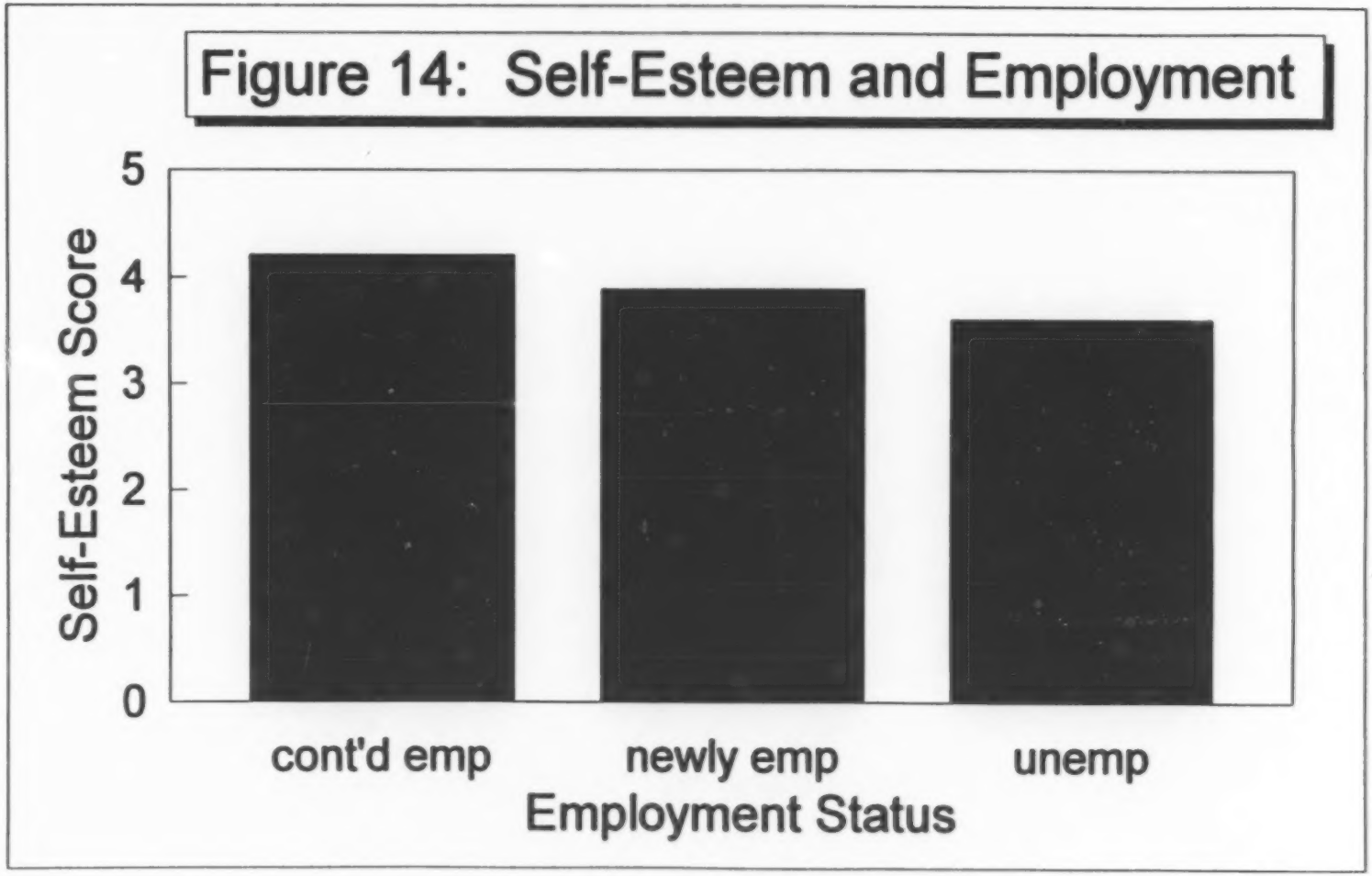


Figure 14: Self-Esteem and Employment
Self-Esteem Score
5
4
3
2
1
0
cont'd emp
newly emp
unemp
Employment Status

**III D. Self-Esteem Changes -- Detailed Results**

As discussed in the Year One baseline report, there are numerous anecdotal reports about the low self-esteem of adults entering ABE programs. Results from that report indicated that a person's self-esteem in general was interconnected with various aspects of his or her life. For instance, factors such as having a job or being in good health could significantly increase one's self-esteem. In this followup report, it makes sense to examine if the self-esteem of participants has changed one year after entering an ABE program. Furthermore, this section of the report will examine what factors might lead to an increase or decrease in self-esteem.

For both the baseline and followup interview, the Rosenberg Self-Esteem Scale was used. This self-esteem scale is composed of ten statements, on which a person rates agreement from a 1 (Strongly Disagree) to 5 (Strongly Agree). A composite self-esteem score is then calculated for each person by an average of these ten statements. Table 43 presents baseline and followup averages for all ten statements and the composite score on the Rosenberg Self-Esteem Scale. As can be seen, self-esteem averages have increased on all questions, producing an overall average increase in self-esteem for participants in the followup interview.

Table 43

| Rosenberg Self-Esteem Scale Items | Baseline Mean | Follow-up Mean | Difference |
|---|---|---|---|
| 1. On the whole I am satisfied with myself. | 3.46 | 3.66 | .20 |
| 2. At times I think I am no good at all. | 3.13 | 3.41 | .28 |
| 3. I feel that I have a number of good qualities. | 4.12 | 4.31 | .19 |
| 4. I am able to do things as well as most other people. | 3.94 | 4.17 | .23 |
| 5. I feel I do not have much to be proud of. | 3.43 | 3.94 | .51 |
| 6. I certainly feel useless at times. | 3.29 | 3.41 | .12 |
| 7. I feel that I'm a person of worth at least on an equal level with others. | 4.00 | 4.14 | .14 |
| 8. I wish I could have more respect for myself. | 2.91 | 3.14 | .23 |
| 9. All in all I am inclined to feel that I am a failure. | 3.90 | 3.99 | .09 |
| 10. I take a positive attitude toward myself. | 4.09 | 4.11 | .02 |
| **Total Self-Esteem Score** | 3.63 | 3.83 | .20 |
| **Standard Deviation** | .66 | .70 | .63 |

Caution must be exercised in interpreting the concern of self-esteem (see Beder 1992 and the discussion in the Year One Report). On the one hand, researchers are not completely clear about what is being measured by the concept of self-esteem. For instance, does the concept represent a more permanent characteristic of trait of a person or is the concept strongly influenced by transient concerns, such as a person's mood on a particular day? Furthermore, self-reports of self-esteem could be influenced by demand characteristics, i.e., the desire to look good to the interviewer. At the time of the baseline interviews, the average self-esteem for this group was already fairly high on a five point scale. At the time of followup, overall self-esteem averages have increased, to climb even higher on this five point scale. Evidence of change in self-esteem may be difficult to detect due such high averages.

Do certain factors influence how much self-esteem has increased or decreased? The following tables examine certain trends related to self-esteem as related to various demographic factors and characteristics of ABE programs. The statistical technique used to analyze is a repeated measures analysis of variance. The power of this test increases as the sample size in each cell tested increases. Thus the trends reported this year will continue to be examined as sample size increases from followup interviews with baseline 2 and baseline 3 participants. For instance, from Table 44, it seems that average self-esteem has increased for participants who are still active in an ABE program and for those who are not still active ($F = 7.43$, $p < .05$ for an increase overall in average between the baseline and followup). The increases in self-esteem and the overall average are slightly higher for those adults who are still active in an ABE program ($F = 3.41$, $p < .07$).

Table 44

| ABE Program Status | Average Self-Esteem Scores | | Difference |
|---|---|---|---|
| | Baseline | Follow-up | |
| -Still Active | 3.76 | 4.04 | .28 |
| -Not Active | 3.55 | 3.71 | .16 |

Does the amount of participation in an ABE program influence self-esteem? Table 45 presents an interesting result: adults who had only minimal participation in ABE programs over the one year period actually had a decrease in self-esteem. Adults who had either modest or substantial participation had similar average increases. Dropping out of a program seems to impact self-esteem negatively ($F = 2.67$, $p < .07$ for the interaction between participation and changes from baseline to followup).

Table 45

| Degree of Participation | Average Self-Esteem Scores | | Difference |
|---|---|---|---|
| | Baseline | Follow-up | |
| -Minimal Participation | 3.81 | 3.68 | -.13 |
| -Modest Participation | 3.63 | 3.94 | .32 |
| -Substantial Participation | 3.59 | 3.85 | .27 |

In the baseline, employment and gender/marital status were two significant factors impacting on self-esteem levels. These factors continue to be important. Having a job that a person has maintained over time produces the highest average self-esteem as indicated in Table 46. Adults who are recently employed have the highest average increases in self-esteem from the baseline, although self-esteem has increased overall whether a participant is employed or unemployed ($F = 5.01$, $p < .05$ for the main effect of employment status on self-esteem average).

Females start out low in self-esteem, based on results from the baseline interview. By the time of the followup interview, however, the female self-esteem average has increased substantially, to be on par with the male average (See Table 47). Male self-esteem averages, on the other hand, have increased only slightly ($F = 2.44$, $p < .12$ for the interaction between gender and baseline and follow averages).

Table 46

| Employment Status | Average Self-Esteem Scores | | Difference |
|---|---|---|---|
| | Baseline | Follow-up | |
| -Unemployed, Not Looking for Work | 3.41 | 3.56 | .15 |
| -Unemployed, Looking for Work | 3.48 | 3.69 | .21 |
| -Recently Employed | 3.58 | 3.89 | .31 |
| -Continued Employed | 3.99 | 4.21 | .22 |

Table 47

| Gender | Average Self-Esteem Scores | | Difference |
|---|---|---|---|
| | Baseline | Follow-up | |
| -Male | 3.76 | 3.83 | .07 |
| -Female | 3.52 | 3.82 | .31 |

Race was not a significant factor in self-esteem in the baseline study. From Table 48, it seems apparent the self-esteem has increased approximately the same amount and to the same levels for both whites and blacks in the current study. Table 49, however, indicates that the ability to predict whether or not a person will encounter barriers upon entering an ABE program significantly impacts self-esteem. For instance, self-esteem only increases slightly for those participants who predict that they will encounter no barriers (who were also more likely to be no longer enrolled). On the other hand, for those participants who acknowledge that barriers will be present for them in an ABE program, self-esteem increases substantially ($F = 2.35$, $p < .12$ for the interaction between predicting barriers and baseline vs. followup average self-esteem scores).

Table 48

| Race | Average Self-Esteem Scores | | Difference |
|---|---|---|---|
| | Baseline | Follow-up | |
| -White | 3.63 | 3.83 | .20 |
| -Black | 3.64 | 3.85 | .21 |

Table 49

| Predict Barriers? | Average Self-Esteem Scores | | Difference |
|---|---|---|---|
| | Baseline | Follow-up | |
| -Yes | 3.56 | 3.88 | .31 |
| -No | 3.68 | 3.77 | .09 |

Table 50 indicates that married participants have had a slightly greater increase in self-esteem than have unmarried participants (all F tests are non-significant, however). Given the result from Table 47, that female self-esteem has also increased, it seems natural to investigate how self-esteem is affected when both variables are taken into account.

Table 50

| Marital Status | Average Self-Esteem Scores | | Difference |
|---|---|---|---|
| | Baseline | Follow-up | |
| -Married | 3.69 | 3.98 | .29 |
| -Not Married | 3.58 | 3.79 | .12 |

The Year One Baseline Report also indicated an interaction between marital status and gender in terms of self-esteem. Looking at Table 51, it seems that not married males and females in the baseline have approximately equal self-esteem averages. Unmarried males, on the other hand, have substantially higher self-esteem than unmarried females. This pattern has changed by the time of the followup interview. From Table 51, it seems that the male pattern has remained stable: unmarried males have lower self-esteem than married males. The female averages, however, have risen for both unmarried and married females ($F = 4.50$, $p < .05$ for the interaction between gender and marital status). For some reason, participation in ABE programs (combined with other changes in life during the one year period between baseline and followup) has worked to increase the self-esteem of females in this study.

Table 51

| Gender | N | Average Self-Esteem Scores | | Difference |
|---|---|---|---|---|
| | | Baseline | Follow-up | |
| -Female | | | | |
| Married | 15 | 3.43 | 3.80 | .37 |
| Not Married | 23 | 3.59 | 3.84 | .25 |
| -Male | | | | |
| Married | 15 | 3.95 | 4.17 | .21 |
| Not Married | 16 | 3.57 | 3.51 | -.06 |

Participants were also asked other self-report measures about how their feelings about themselves had changed. From Table 52, 77% of participants reported feeling better about themselves as compared to when they started taking ABE classes, while only 3% reported feeling worse. In what ways do participants feel like they have changed? 36% report that they are reading better and more often and that these changes have contributed to them feeling better about themselves. 18% report a sense of accomplishment emerging from their ABE experience. What has caused these changes? 40% report that the cause is being able to read better. An additional 29% feel that the major cause of change is related to attending ABE classes.

Table 52

| Compared with when you started taking the ABE class... | N | % |
|---|---|---|
| How do you feel about yourself? | | |
| -About the Same | 14 | 20% |
| -Worse | 2 | 3% |
| -Better | 53 | 77% |
| In what ways do you think you have changed? | | |
| -Reading better, more often | 18 | 36% |
| -Sense of accomplishment | 9 | 18% |
| -Feeling better about self | 7 | 14% |
| -Change in attitude/outlook for the better | 5 | 10% |
| -Reading better and feeling better about self | 5 | 10% |
| -Feeling better due to increased social contact | 3 | 6% |
| -Feeling worse because did not stay in ABE program | 2 | 4% |
| -Don't know | 1 | 2% |
| What do you think caused these changes? | | |
| -Being able to read better | 19 | 39% |
| -Attending ABE classes | 14 | 29% |
| -Social support | 9 | 18% |
| -I brought about the changes myself | 5 | 10% |
| -I blame myself (in case of changes for the worse) | 1 | 2% |
| -Don't know | 1 | 2% |

## III E. MARRIAGE, FAMILY, COMMUNITY INVOLVEMENT, EVERYDAY LITERACY, AND HEALTH CHANGES

### Highlights

In both baseline and follow-up interviews we asked people who had children living in their home a number of questions about their involvement with children' schooling. While there were small decreases between baseline and follow-up in terms of helping children with school work, there were also increases in contacts with teachers, especially as part of a general checking on progress (rather than to deal with problems). Parents also reported attending more school activities (almost two-thirds said they attended four or more activities per year).

No parents said they felt worse than last year about how their children are doing in school, or worse about their relationship with their child. Indeed, 61% reported feeling better about how their children are doing in school, and 53% felt better about their relationship with their child. See figures 15 and 16. Among the positive changes they report are:

- they are better able to help their children with school work
- they have more interacuon with their children
- they feel they have set a good example for them (by going "back to school" themselves)
- three people report their children are helping the parents with their school work.

**Marriage:** We might expect that participation in ABE does not have entirely positive effects on marriages. Anecdotal evidence supported by earlier qualitative research (Fingeret, 1983) suggests that one spouse gaining literacy skills may create tensions in the relationship, which might even end in divorce. These impacts are not yet evident in our study. Only 4 people (15% of those married) reported decreased satisfaction with their relationship with their spouse. However a third (32%) were more likely to say they had arguments with their spouse. Four individuals also reported they had stopped attending ABE because of "lack of support at home." However, no divorces or separations are reported in this time frame.

**Community involvement:** No significant differences show up in terms of community involvement or attitudes between the baseline and follow-up interviews except in political efficacy. People were less likely to feel that "as a citizen I can bring about needed change in government." Interestingly, this decline in the feeling that a person can affect change in government was related to increased participation in ABE programs.

**Everyday literacy:** Changes in both actual literacy practices and in attitudes about literacy are reported in the follow-up. We have two ways of looking at these changes. We asked some of the same questions about literacy attitudes and practices in both baseline and follow-up, and so can report shifts in the pattern of responses. We also asked people to self-report changes.

People are significantly more likely to agree that "a book is a good gift for a child" and that "reading gives a person ideas to share with other people." They are also significantly more likely to report using the public library. See figure 17. They are significantly less likely to report needing to memorize things because they cannot read well enough. See figure 18. However, there are no other significant differences in other everyday literacy activities, like reading books, magazines or newspapers, reading to children or paying bills.

When asked whether they have seen any changes in their everyday use of reading, writing and math, however, 84 percent report changes. Of those who report changes, 78% report increased use of reading and writing and 39% report increased use of math/numbers.

**Physical well-being:** The group participating in the follow-up interviews are somewhat more likely to report being healthy than they did at the baseline. They are also somewhat more likely to report taking children for regular check-ups at doctor and dentist. Otherwise there seem no significant changes in health status or access to health care.

**Figure 15:**
Compared with last year how do you feel your children are doing in school?

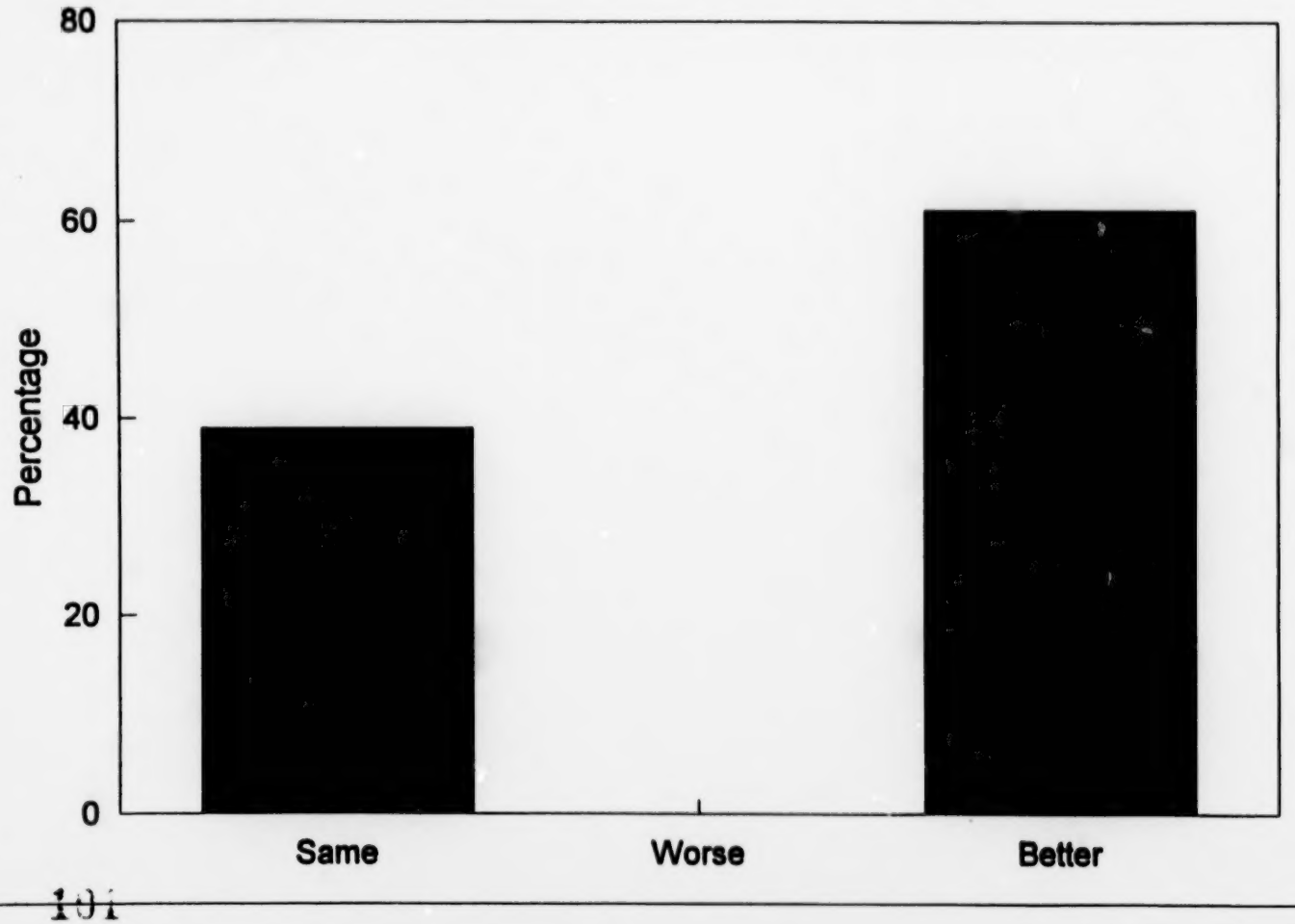
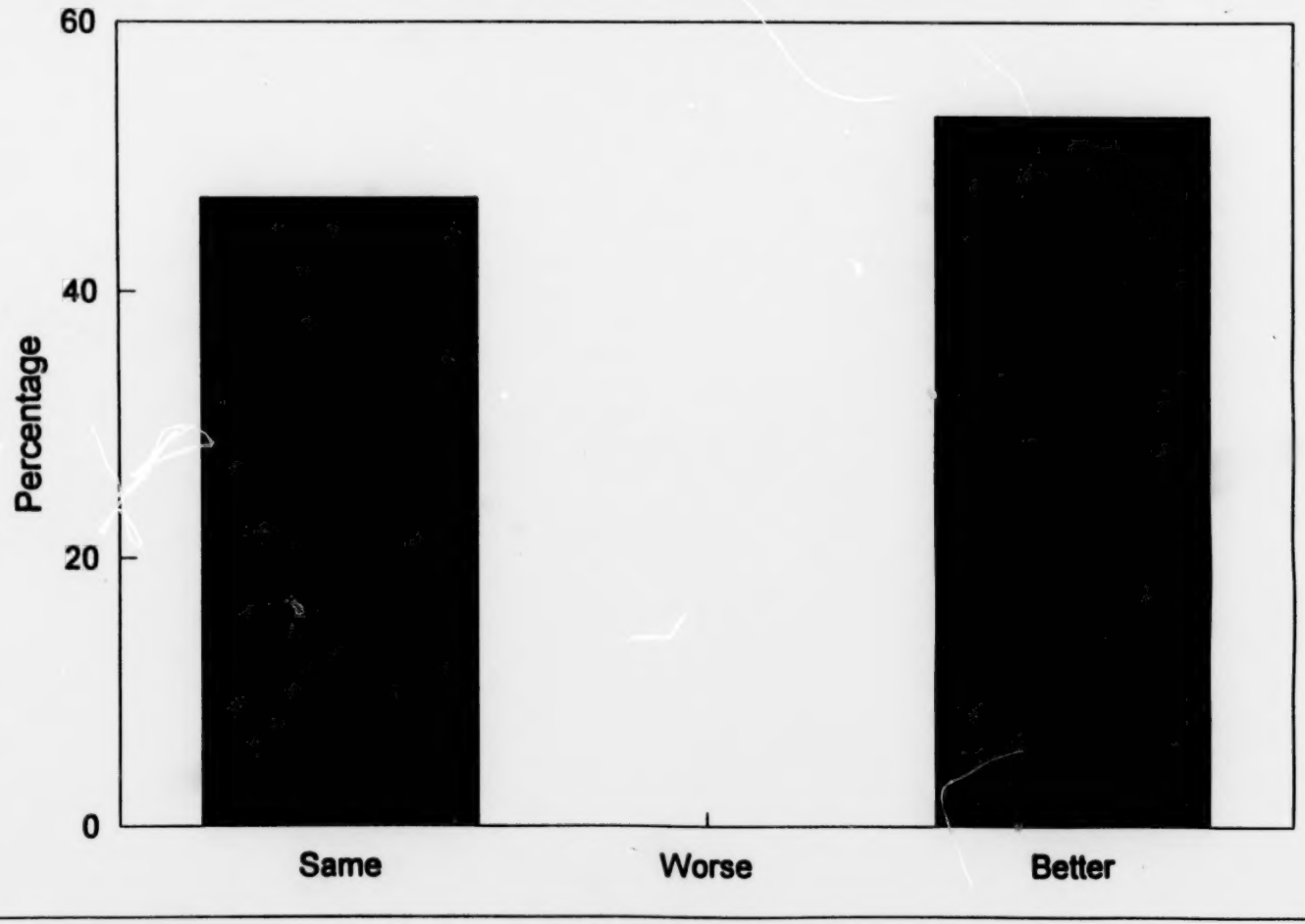
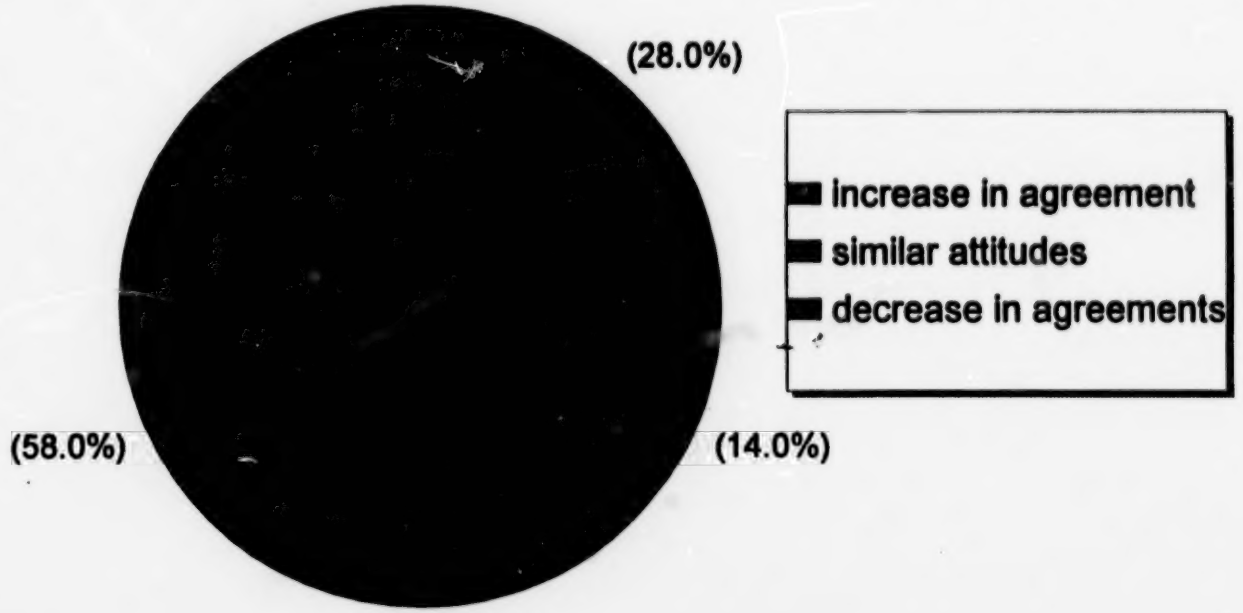


**Figure 16:**
Compared with last year how do you feel about your relationship with your children?



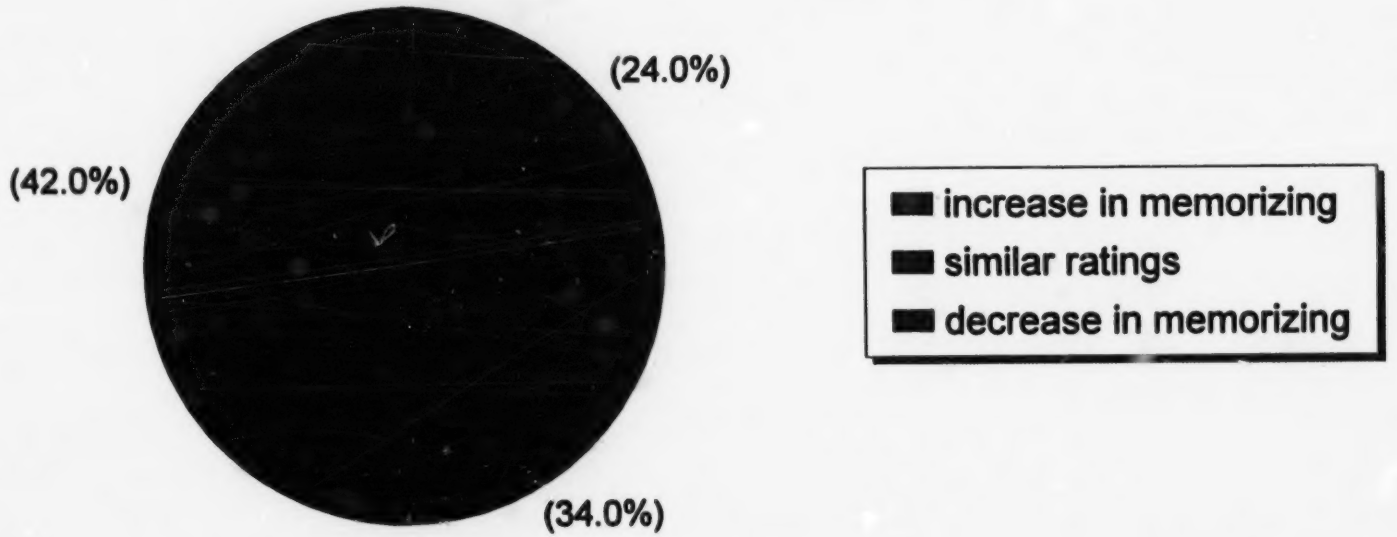
## Figure 17: Use of Library




105

106

## Figure 18: Need to Memorize



## III E. Changes in Marriage, Family, Community Involvement, Everyday Literacy, and Health

This section compares the baseline and followup participants on several aspects of everyday life: marriage and family issues, activities with children, community involvement, concerns with everyday literacy, and issues of health and well-being. Once again, this report is seeking to examine any changes that have occurred to this population of ABE participants approximately one year to twenty months after the baseline interview.

Table 53 indicates that the marital status and general living conditions of participants has not changed that much since the time of the baseline interview.

Table 53.

| Demographics | Baseline | | | Follow-up | | |
|---|---|---|---|---|---|---|
| | N | % | Avg | N | % | Avg |
| Marital Status: | | | | | | |
| -Married | 30 | 43% | | 30 | 43% | |
| -Not Married | 39 | 57% | | 40 | 57% | |
| Are you living in the same home as last year? | N/A | | | | | |
| -Yes | | | | 52 | 74% | |
| -No | | | | 18 | 26% | |
| Do you own your home, rent, or have some other arrangement? | | | | | | |
| -Own | 23 | 33% | | 26 | 37% | |
| -Rent | 21 | 30% | | 27 | 39% | |
| -Other | 26 | 37% | | 17 | 24% | |
| How many people live in your home? | | | | | | |
| -Average Number of Adults | | | 2.3 | | | 2.2 |
| -Average Number of Children | | | 2.3 | | | 2.1 |
| Do you have children under 18 in your home who are: | | | | | | |
| -in Head Start or preschool? | 4 | 11% | | 2 | 6% | |
| -in School? | 28 | 78% | | 23 | 68% | |
| -in Head Start and preschool? | 4 | 11% | | 3 | 9% | |
| -too young for school? | N/A | N/A | | 5 | 15% | |
| -already graduated high school? | N/A | N/A | | 1 | 3% | |

Essentially, marital status has not changed: married participants have remained married and not married adults have remained not married. Most people either own or rent their home or apartment, with about one-fourth of the participants in the followup having other living arrangements. The average number of adults and children in the home has remained constant. For those parents with children, most of them are in school. The only significant change seems to be that about one-fourth of the participants are not living in the same home

as at the time of the baseline interview. Exactly where they moved to, however, is not known.

Activities with children have remained at high levels of involvement or have increased since the time of the baseline interview (see Table 54). Well over half of the parents continue to help their children sometimes or often with their homework. An even higher percentage talk to their children often about school. By the time of the followup an increase in involvement with school related activities has occurred. More parents are visiting or calling their child's teacher and these visits or calls are more concerned with checking on the child's progress rather than to discuss problems at school. Parents are also attending more school activities by the time of the followup interview.

No parents said they felt worse than last year about how their children are doing in school, or worse about their relationship with their child. Indeed, 61% reported feeling better about how their children are doing in school, and 53% felt better about their relationship with child. Among the positive changes they report are : they are better able to help their children with school work; they have more interaction with their children; they feel they have set a good example for them (by going "back to school" themselves); and, for some parents, they report their children are helping them with their school work. However, no statistically significant differences were seen in any of these parent involvement measures by instructional hours. ABE participation, to this point, seems not to have impacted those changes.

Many of the results reported in subsequent tables consider changes in attitudes from the baseline to followup. On these attitude questions, participants were asked to rate their agreement on the question on a five point scale, ranging from 1=Strongly Disagree to 5=Strongly Agree. Change in attitude has been considered in two ways. First, an improvement score was calculated for each individual. This improvement score was essentially their score on the attitude question at the time of the baseline subtracted from their attitude score at the time of the followup. A paired t-test analysis was conducted to determine if average improvement scores have increased or decreased by the time of the followup interview.

A second method of analyzing change on attitude change was conducted as follows. Individuals whose baseline rating on some attitude question was exactly the same as on the followup were coded as having **Similar** attitudes (e.g.., the person rated a question as Agree on both the baseline and followup; or the person rated the question as Strongly Agree at both times). Individuals whose followup rating was higher in any way than the baseline rating were coded as having an **Increase** (e.g., someone who at the baseline rated a question Disagree and at the followup rated the question higher, either Undecided, Agree, or Strongly Agree). Individuals whose followup rating was lower in any way than the baseline rating were coded as having a **Decrease** (e.g., sometime who at the baseline rated a question as Agree and at the followup rated the question lower, either Undecided, Disagree, or Strongly Disagree). Both sets of analyses are reported in the tables in the rest of this chapter.

To clarify these methods of analyses, consider the first attitude question in Table 55 (related to Marital and Family Expectations). This question asked participants to rate the following question "I have a good relationship with my spouse" on a five point scale, with 5 being Strongly Agree and 1 being Strongly Disagree. The average score at the baseline was 4.30, at the followup 4.50. A paired t-test analyses indicates that these averages haven't changed, i.e., the rating to this question has remained essentially the same, when averaged over the entire group of participants. As the high averages indicate, participants feel that they have a very good relationship with their spouse. When considering the second method of analysis, that considering the absolute number of individuals who have Increased, Similar, or Decreased feelings, on this question 63% of the participants had Similar attitudes toward their spouse in the baseline and followup. Approximately the same percentage of participants had either Increased or Decreased their feelings about their spouse. Again, in all of these changes we found that correlating with instructional hours produced no statistically significant differences.

Participation in ABE programs might not be expected to produce entirely positive effects on marriages. Anecdotal evidence supported by earlier qualitative research (Fingeret 1983) suggests that one spouse gaining literacy skills may create tensions in the relationship, which might end in divorce. These impacts are not evident in our study to this point. No divorces or separations were reported in the time frame of this study. Furthermore, attitudes toward the spouse, as seen in the previous paragraph, have remained very positive.

Attitudes toward children have remained very positive (see also Table 55). Averages remained well over a score of four on a five point scale to several questions: "Most of the time my children like school"; "I am satisfied with how my children are doing with their school work"; "I am satisfied with my children's behavior in school"; and "I expect my children to receive a high school diploma".

Table 54

| Activities with Children | | Baseline | | Follow-up | |
|---|---|---|---|---|---|
| | | N | % | N | % |
| Helped with school work: | Never | 6 | 19% | 7 | 25% |
| | Rarely | 6 | 19% | 4 | 14% |
| | Sometimes | 6 | 19% | 6 | 21% |
| | Often | 14 | 44% | 11 | 39% |
| Talked about school: | Never | 0 | 0 | 0 | 0 |
| | Rarely | 3 | 9% | 0 | 0 |
| | Sometimes | 5 | 16% | 7 | 25% |
| | Often | 24 | 75% | 21 | 75% |
| Did you visit or call teacher: | Not at all | 10 | 31% | 7 | 25% |
| | 1, 2, or 3 times | 13 | 41% | 8 | 29% |
| | 4 or more times | 9 | 28% | 13 | 46% |
| Why would you call or visit? | Check on progress | 15 | 50% | 21 | 75% |
| | Problems | 22 | 73% | 14 | 50% |
| | Other | 1 | 3% | 4 | 15% |
| Do you attend school activities? | Yes | 16 | 50% | 18 | 64% |
| | No | 16 | 50% | 10 | 36% |
| How many activities did you attend in the last year? | | | | | |
| | None | 0 | 0 | 1 | 6% |
| | One to three | 9 | 60% | 6 | 33% |
| | Four or more | 6 | 40% | 11 | 61% |
| Compared with last year how do you feel children are doing in school? | | N/A | N/A | | |
| | Same | | | 11 | 39% |
| | Worse | | | 0 | 0 |
| | Better | | | 17 | 61% |
| Compared with last year how do you feel about your relationship with your children? | | N/A | N/A | | |
| | Same | | | 14 | 47% |
| | Worse | | | 0 | 0 |
| | Better | | | 16 | 53% |
| What changes have you seen in your relationship with your child? | | N/A | N/A | | |
| -Parents help children with schoolwork better | | | | 5 | 29% |
| -Parent sets good example for children | | | | 5 | 29% |
| -Increased contact/interaction with children | | | | 4 | 24% |
| -Children help parents with schoolwork | | | | 3 | 18% |

Table 55

| Marital and Family Expectations | Baseline | Follow-up | | | Signif. Test |
|---|---|---|---|---|---|
| | Average | N | % | Average | |
| **[MARRIED]** I have a good relationship with my spouse | 4.30 | | | 4.50 | t = .85, n.s. |
| Increase | | 6 | 22% | | |
| Similar | | 17 | 63% | | |
| Decrease | | 4 | 15% | | |
| **[CHILDREN IN SCHOOL]** Most of the time my children like school | 4.25 | | | 4.25 | t = .46, n.s. |
| Increase | | 9 | 38% | | |
| Similar | | 11 | 46% | | |
| Decrease | | 4 | 16% | | |
| I am satisfied with how my children are doing with their school work | 4.17 | | | 4.29 | t = 1.30, n.s. |
| Increase | | 9 | 38% | | |
| Similar | | 11 | 46% | | |
| Decrease | | 4 | 16% | | |
| I am satisfied with my children's behavior in school | 4.10 | | | 4.03 | t = -.18, n.s. |
| Increase | | 7 | 28% | | |
| Similar | | 11 | 44% | | |
| Decrease | | 17 | 28% | | |
| I expect my children to receive a high school diploma | 4.82 | | | 4.82 | t = 0.00, n.s. |
| Increase | | 4 | 16% | | |
| Similar | | 17 | 68% | | |
| Decrease | | 4 | 16% | | |

From Table 56, there seem to be only slight changes in the way participants deal with politics and community involvement. 71% of participants reported that they had not noticed any changes in their community since the baseline interview. Of those 29% who had reported a change, 79% felt that the community had changed in a positive way.

The percentage of registered voters has climbed slightly from 57% to 63%. The percentage who had voted in the last presidential election (1992), however, declined slightly from that reported in the baseline (1988 election). Participants were also asked about which organizations they belonged to. Choices included membership in a church or synagogue; fraternal lodges, veterans' or service organizations; parent-teacher associations; labor union; youth groups; neighborhood or community associations; social or sports groups; or other any organizations not previously listed. As can be seen from Table 56, participants averaged membership in a little over one organization, which remained constant from the baseline to the followup. By far, the largest single organization to which participants belonged was a church or synagogue.

Table 56

| Politics and Community Involvement | Baseline | | | Follow-up | | |
|---|---|---|---|---|---|---|
| | N | % | Avg | N | % | Avg |
| Number/percent registered voters | 40 | 57% | | 44 | 63% | |
| Number/percent who voted in last presidential election | 33 | 47% | | 30 | 39% | |
| Average number of total organizations | | | 1.13 | | | 1.44 |
| Any changes in the way you feel about you community? Yes<br>No | N/A | N/A | | 20<br>48 | 29%<br>71% | |
| What has changed?<br>Positive changes<br>Negative changes | N/A | N/A | | 15<br>4 | 79%<br>21% | |

Attitudes toward community involvement and community issues has remained fairly constant, as can be seen in Table 57. Participants remained at moderate levels of agreement to questions related to quality of public schools, whether the neighborhood is a safe place to live, and community satisfaction. Participants also seemed to remained concerned about issues in the world in addition to their own community. Furthermore, most participants continued to remain very hopeful about the future.

Attitudes toward government, however, have become increasingly pessimistic. Participants continued to feel very strongly that public officials don't show enough concern for ordinary people. Positive responses to the question "As a citizen I can bring about needed change in government" have decreased dramatically. By the time of the followup interview, 42% of participants had evidenced a Decrease in their attitudes to this question. In other words, more respondents feel that they cannot bring about needed change in government as an individual citizen. It would be an interesting speculation to consider if participants have come to realize just how hard it is to affect change, whether in their own personal lives or in the realms of government, possibly as an influence of being involved in an ABE program. To test this hypothesis, a correlation was run between the change scores on this question and the number of instructional hours a participant was involved in the ABE program. The correlation was significantly negative ($r = -.35$, $p < .05$), indicating some partial evidence to support the notion that, as participants have become more involved in ABE programs, they begin to feel less effective in bringing about change in government.

Everyday literacy activities, as presented in Table 58, have changed much more dramatically. From self-report measures, 84% of participants have indicated they have seen changes in their everyday use of reading, writing, and math. Over half of the respondents who noted change indicated primarily an increased use of reading and writing. Attitudes toward reading in general have also increased. Most participants continue to feel that "A book is a good gift for a child". In the followup interview, however, 29% of participants have increased their already positive attitudes toward this question. A similar situation occurs in relation to the question "Reading gives a person ideas to share with other people". 21% of participants have increased their positive feeling towards reading.

Table 59 continues the exploration of change related to various literacy and other activities in a person's life. For instance, 28% of participants have reported an increase in their use of the public library. Furthermore, 36% feel that they no longer need to memorize as much material at work because they can't read well enough. Other literacy activities have remained at levels of moderate activity from the baseline to the followup: reading and telling stories to your children; paying bills yourself; talking with neighbors attending community meetings; talking politics with friends and family. At work, participants continue to report that they seldom have problems understanding rules and regulations at work or that they miss work because of illness. Furthermore, they report moderate needs to write on the job, work with numbers on the job, and needing to read to get their work done. Never the less, we found no statistically significant differences correlated with instructional hours.

Table 57

| Community Involvement Questions | Baseline | Follow-up | | | Signif. Test |
|---|---|---|---|---|---|
| | Average | N | % | Average | |
| My community does not have good quality public schools | 3.29 | | | 3.23 | t = -.22, n.s. |
| Increase | | 22 | 32% | | |
| Similar | | 23 | 33% | | |
| Decrease | | 24 | 35% | | |
| My neighborhood is a safe place to live | 3.47 | | | 3.64 | t = 1.16, n.s. |
| Increase | | 23 | 34% | | |
| Similar | | 28 | 41% | | |
| Decrease | | 17 | 25% | | |
| I am satisfied with my community | 3.68 | | | 3.69 | t = .24, n.s. |
| Increase | | 18 | 26% | | |
| Similar | | 35 | 51% | | |
| Decrease | | 15 | 22% | | |
| I worry about environmental problems in my community | 3.41 | | | 3.47 | t = .23, n.s. |
| Increase | | 19 | 28% | | |
| Similar | | 29 | 43% | | |
| Decrease | | 20 | 29% | | |
| I am more interested in what goes on in my own community than in the rest of the world | 2.43 | | | 2.72 | t = 1.01, n.s. |
| Increase | | 15 | 22% | | |
| Similar | | 32 | 47% | | |
| Decrease | | 21 | 31% | | |
| I feel hopeful about the future | 4.10 | | | 3.89 | t = 1.43, n.s. |
| Increase | | 15 | 21% | | |
| Similar | | 30 | 43% | | |
| Decrease | | 25 | 36% | | |
| As a citizen I can bring about needed change in government | 3.51 | | | 3.19 | t =-2.11, p<.05 |
| Increase | | 15 | 21% | | |
| Similar | | 26 | 37% | | |
| Decrease | | 29 | 42% | | |
| Public officials don't show enough concern for ordinary people | 3.99 | | | 3.96 | t = -.23, n.s. |
| Increase | | 13 | 19% | | |
| Similar | | 38 | 55% | | |
| Decrease | | 18 | 26% | | |

Table 58

| Everyday Literacy Activities | Baseline | Follow-up | | | Signif. Test |
|---|---|---|---|---|---|
| | Average | N | % | Average | |
| A book is a good gift for a child | 4.46 | | | 4.67 | t = 3.19, p<.05 |
| Increase | | 20 | 29% | | |
| Similar | | 45 | 64% | | |
| Decrease | | 5 | 7% | | |
| Reading gives a person ideas to share with other people | 4.41 | | | 4.59 | t = 2.67, p<.05 |
| Increase | | 15 | 21% | | |
| Similar | | 51 | 73% | | |
| Decrease | | 4 | 6% | | |
| I have friends who have problems reading | 2.24 | | | 2.11 | t = -.96, n.s. |
| Increase | | 15 | 21% | | |
| Similar | | 31 | 44% | | |
| Decrease | | 24 | 34% | | |
| People who can read will get a better job | 4.30 | | | 4.50 | t = 1.52, n.s. |
| Increase | | 24 | 34% | | |
| Similar | | 36 | 51% | | |
| Decrease | | 10 | 14% | | |
| Have you seen any changes in your everyday use of reading, writing, or math? | | | | | |
| Yes | | 57 | 84% | | |
| No | | 11 | 16% | | |
| How has this everyday use changed for you? | | | | | |
| -Increased use of reading/writing | | 26 | 51% | | |
| -Increased use of math/numbers | | 6 | 12% | | |
| -Increase use of reading/writing and math/numbers | | 14 | 27% | | |
| -General personal changes | | 5 | 10% | | |

Table 59

| How often do you... | Baseline | Follow-up | | | Signif. Test |
|---|---|---|---|---|---|
| | Average | N | % | Average | |
| Use the public library | 1.71 | | | 2.04 | t = 2.46, p<.05 |
| Increase | | 19 | 28% | | |
| Similar | | 39 | 58% | | |
| Decrease | | 9 | 14% | | |
| Read magazines, newspapers, or books | 3.15 | | | 3.18 | t = .34, n.s. |
| Increase | | 22 | 33% | | |
| Similar | | 28 | 42% | | |
| Decrease | | 17 | 25% | | |
| [IF CHILDREN] Read books to your children | 2.42 | | | 2.70 | t = -.37, n.s. |
| Increase | | 6 | 22% | | |
| Similar | | 14 | 52% | | |
| Decrease | | 7 | 26% | | |
| [IF CHILDREN] Tell your children stories | 2.52 | | | 2.74 | t = .16, n.s. |
| Increase | | 6 | 24% | | |
| Similar | | 14 | 56% | | |
| Decrease | | 5 | 20% | | |
| Pay bills yourself | 3.27 | | | 3.41 | t = 1.33, n.s. |
| Increase | | 16 | 23% | | |
| Similar | | 42 | 62% | | |
| Decrease | | 10 | 15% | | |
| Talk with neighbors | 3.39 | | | 3.39 | t = .24, n.s. |
| Increase | | 17 | 26% | | |
| Similar | | 36 | 55% | | |
| Decrease | | 13 | 19% | | |
| Need to memorize things because you can't read well enough | 2.93 | | | 3.60 | t =-2.08, p<.05 |
| Increase | | 16 | 24% | | |
| Similar | | 28 | 42% | | |
| Decrease | | 24 | 36% | | |
| [IF MARRIED] Have arguments with your spouse | 2.11 | | | 2.32 | t = -.20, n.s. |
| Increase | | 8 | 32% | | |
| Similar | | 13 | 52% | | |
| Decrease | | 4 | 16% | | |
| Attend community meetings | 1.70 | | | 1.73 | t = 0.00, n.s. |
| Increase | | 16 | 25% | | |
| Similar | | 33 | 52% | | |
| Decrease | | 14 | 23% | | |

| Table 59 Continued<br>How often do you... | Baseline | Follow-up | | | Signif. Test |
|---|---|---|---|---|---|
| | Average | N | % | Average | |
| Talk politics with friends and family | 2.13 | | | 2.06 | t = -.24, n.s. |
| Increase | | 14 | 22% | | |
| Similar | | 33 | 51% | | |
| Decrease | | 18 | 27% | | |
| [IF EMPLOYED] Have problems understanding rules and regulations at work | 3.52 | | | 3.47 | t = 0.00, n.s. |
| Increase | | 3 | 18% | | |
| Similar | | 11 | 65% | | |
| Decrease | | 3 | 18% | | |
| Need to write on the job | 2.59 | | | 2.69 | t = 1.44, n.s. |
| Increase | | 2 | 10% | | |
| Similar | | 11 | 58% | | |
| Decrease | | 6 | 32% | | |
| Work with numbers on the job | 2.55 | | | 1.77 | t =-1.64, n.s. |
| Increase | | 7 | 39% | | |
| Similar | | 7 | 39% | | |
| Decrease | | 4 | 22% | | |
| Need to read to get your work done | 2.32 | | | 2.44 | t = 1.03, n.s. |
| Increase | | 5 | 26% | | |
| Similar | | 5 | 26% | | |
| Decrease | | 9 | 48% | | |
| Miss work because of illness | 3.32 | | | 3.44 | t = 1.00, n.s. |
| Increase | | 2 | 11% | | |
| Similar | | 13 | 68% | | |
| Decrease | | 4 | 21% | | |

The physical well-being of participants has generally remained the same with some slight improvements in some areas, as can be seen in Table 60. By the time of the followup interview, participants are a little healthier. 77% report no physical problems as compared with 64% at the time of the baseline. 64% of participants feel the same about their health, while 23% report that they feel better. Most participants continue to use a family doctor, as opposed to a public health clinic. Participants say they take their children more regularly to both the doctor and dentist for regular check-ups.

Table 60

| Physical Well-Being | Baseline | | Follow-up | |
|---|---|---|---|---|
| | N | % | N | % |
| Do you have any major physical or health problems at this time? | | | | |
| Yes | 25 | 36% | 16 | 23% |
| No | 45 | 64% | 54 | 77% |
| Compared with when you started the ABE class, do you think your health is about the same, worse, or better? | N/A | N/A | | |
| Same | | | 45 | 64% |
| Worse | | | 9 | 13% |
| Better | | | 16 | 23% |
| Do you have a family doctor? | | | | |
| Yes | 44 | 63% | 45 | 64% |
| No | 26 | 37% | 25 | 36% |
| Do you visit the local public health clinic? | | | | |
| Yes | 17 | 25% | 23 | 33% |
| No | 52 | 75% | 47 | 67% |
| **[IF CHILDREN]** Do you take your children to the doctor or public health clinic for shots and regular check-ups? | | | | |
| Yes | 30 | 81% | 35 | 92% |
| No | 7 | 19% | 3 | 8% |
| How often do you go to the dentist? | | | | |
| Never | 13 | 19% | 9 | 15% |
| Only when needed | 38 | 57% | 33 | 54% |
| Once a year | 7 | 11% | 11 | 18% |
| Every six months | 9 | 14% | 8 | 13% |
| **[IF CHILDREN]** Do you take your children to the dentist for regular check-ups? | | | | |
| Yes | 20 | 54% | 25 | 68% |
| No | 17 | 46% | 9 | 24% |
| Children too young | N/A | N/A | 3 | 8% |

| Table 60 Continued -- Physical Well-Being | Baseline | | Follow-up | |
|---|---|---|---|---|
| | N | % | N | % |
| Who in your family is covered? | | | | |
| Self | 48 | 94% | 48 | 91% |
| Spouse | 18 | 78% | 22 | 85% |
| Children/dependents | 33 | 100% | 31 | 91% |

# IV. POLICY AND PROGRAM IMPLICATIONS

## IV. POLICY AND PROGRAM IMPLICATIONS

First a note of caution: these are still early days in the Longitudinal Study in terms of assessing outcomes. For this group it has only been a year to twenty months since their enrollment. The numbers are small, especially when looking at sub-groups, and the patterns we found are not yet firmly established.

Nevertheless, some issues are beginning to emerge even at this stage which have implications for how programs operate, and for how ABE policy should be directed. These fall into five broad areas: participation in ABE, employment outcomes, self esteem outcomes, involvement with children and everyday literacy.

### Participation

Every study which has looked at this question recognizes that ABE programs often have difficulty keeping eligible students, many of them early on. Tennessee can take pride in doing better than nationally (as shown in the national ABE evaluation study, for example). Nevertheless we have problems too: two thirds of our Cohort 1 were no longer active (according to program report) by June, 1993. Twenty-two percent of Cohort 1 left ABE before gaining 20 hours of instruction.

When we look at the group which participated minimally (less than 20 hours of instruction) we find that two-thirds are white, rural and from the East Tennessee region. The group which had substantial participation (over 80 hours) is much more likely to be black, from west Tennessee and is split equally between urban and rural. We want to emphasize that these are only preliminary demographic results. This Cohort represents only one year of program operation, and is a group for which we know at least one program selected a biased sample. At this time we do not have sufficient sample sizes in individual programs to examine any program differences in participation rates. Nevertheless, we will continue to look carefully at demographic and regional patterns of participation and non-participation in future follow-up analyses.

What can programs do to keep students longer? It is clear that many of the reasons why people leave are related to other aspects of their lives, and not to specifics of the ABE program. Does that mean that they are outside our control? Transportation and childcare are good examples. ABE programs do not generally have funding to provide either of these, and problems may be outside of their control. But some impact on retention might result from more counseling and problem-solving with new students about how to deal with these issues when problems arise.

We found that students who were able to predict potential barriers to their staying in the programs were actually more likely to stay enrolled than those who predicted no barriers. We might suggest that people who predicted potential problems were more likely to be able to deal with them when they came up than those people for whom they were completely

unexpected. They have time and forethought to be able to make backup plans. If a car is known to be unreliable, they may look for another student to ride with. If childcare arrangements are shaky they may arrange a grandparent as a backup.

Case managers in some JTPA and JOBS programs report good success in working with students during initial enrollment to think systematically through all the potential things that could go wrong in these kinds of arrangements, and make clear backup arrangements. ABE program staff time for this kind of individual counseling is of course limited. Perhaps there is potential for some problem solving activities to be incorporated in classroom instruction (writing and critical thinking skills would certainly benefit).

The Development Associates Inc. national evaluation of ABE (Young, Morgan, and Fleishman, 1994) suggests that programs which invest heavily in outreach and recruitment activities often have lower retention rates (perhaps because they recruit people who are not seriously interested in ABE). At some point ABE may have to make choices with its limited budget: between serving all comers in a minimal way and serving smaller numbers of people in a more intensive and supportive way. Our study does not make the case for either choice, but it does suggest there is a choice to be made, as for the most part more of the "benefits" of ABE are received by those who participated for more than 20 hours. Each new enrollment takes up valuable staff time (both office staff and teachers who have to incorporate new students continually into their instruction). When the person does not persist, that investment may not have the greatest payoff, either for the individual or for the program.

Another, different participation issue concerns those people who got jobs and left the ABE program.

**Employment**

Employment-related reasons are important for almost half of our sample in enrolling in ABE. The outcomes at this early stage of research are both good and bad. Almost half of the group which was unemployed and looking for work did get a job. But in doing so they dropped out of the ABE program, and they went into jobs which on the whole are poorly paid with inadequate benefits. In other words, they are not jobs which are likely to mean self-sufficiency over time, and the participants are not continuing to gain the skills they need to move into better jobs.

Qualitative research can help us explore why all the people who had been unemployed and got jobs left the program. They did not do so because they met their goals (in fact no-one told us they had left because they had met their goals). Those who already had a job when they enrolled in ABE had been able to find an accommodation that worked for them and enabled them to do both. Those who had not been working did not find that accommodation. Our qualitative research will explore with these recently employed all the factors in their

decision to drop out of ABE, and may help us identify factors over which programs can have some control.

As we continue to follow this group over time, we may well find that they move in and out of employment, and perhaps they will also move in and out of ABE programs as well.

How can ABE programs better meet the needs of employed people, and especially how can they encourage the newly employed to keep learning and developing their skills, so that they can move into better-paying jobs? It may require a combination of scheduling and location of classes with more counseling (helping people find ways to build both work and family and ABE into their lives). It suggests the importance of redoubling efforts to persuade employers to support basic skills programs for their workforce (on-site, timed for before or after shifts, on company time).

It also suggests the need to find creative new ways of delivering services on a flexible schedule -- perhaps via television, perhaps learning centers with computers and teachers open for long hours to enable participants to work around the demands of jobs and families, perhaps even a revival of individual tutoring (or a combination with computer-aided instruction housed in libraries and community centers).

ABE staff are creative, well able to devise new ways of offering their services. Resources are a key issue, and that is one that policy makers must address. The traditional model of an instructor paid to teach a two or three hour class in a week may not meet the needs of significant numbers of potential participants. Alternatives must be developed, demanding increased resources.

**Self Esteem**

This research suggests that nothing is as good for one's self esteem as getting a job. People who stay in ABE programs for modest or substantial amounts of time do increase their self esteem. But nothing programs can do in terms of self esteem building in class can match getting a job. For people who are job-seeking, ABE might be able to tailor its curriculum more toward job-related basic skills, and so enable the transition to work to be made more smoothly (and keep people in ABE long enough to also make substantial skill gains).

The numbers are small and the patterns may not hold up over time, but at this stage of the research there are a couple of suggestive findings about what ABE programs do for the self esteem of certain groups. First, we should note that the group which dropped out early in the game (20 hours of instruction or less) actually had higher self esteem scores when they entered than those who stayed in. Their self esteem dropped significantly between baseline and follow-up, the only group to do so. We can account for this perhaps by their blaming themselves for dropping out. But what can account for them scoring higher than others on self esteem to start with?

Secondly, self esteem scores for men generally increased much less than those for women. Unmarried men in particular actually decreased in self esteem scores. For whatever reasons, ABE programs are much better at boosting self esteem of women than they are of men. Perhaps this is because ABE instructors are mostly women. Perhaps it is the group atmosphere and building of a support group that is so much more important for women than for men. This issue will be further explored in qualitative research, but for now it should give food for thought to ABE teachers and programs.

**Children**

One of the rationales for adult basic education is that it impacts not just the participating adult but their children as well. Adults whose own basic skills are higher, the argument goes, are better able to help their children be successful in school. We did find some increases in level of involvement with teachers and school activities, although not with helping children with homework or talking about school. However, these changes did not correlate with number of instructional hours. Regardless of their participation level in ABE, well over half of the parents in the study said they felt better about how their children were doing in school and their own relationship with their children.

ABE programs generally are not "family literacy" programs, and do not specifically address involvement of parents with children. Our more in-depth qualitative research can help us explore with participants whether perhaps ABE programs should address more parenting and child-school content in their curriculum.

If program participation does not specifically impact relationships with children and their schooling, perhaps the changes reflect simply that parents have taken some initiative over their own education by coming to enroll (even if they do not participate for long). That degree of initiative may on its own impact their consciousness around and involvement in their children's education.

**Everyday literacy**

There have been changes in some everyday literacy activities, including an increase in the percentage saying they use a public library and a decrease in the percentage saying they need to memorize things because they cannot read or write well enough. However, at this point our data do not show that these changes are correlated with participation in ABE. One might expect that people who participate for more hours make more skill gains and so demonstrate these impacts in everyday literacy. The fact that we do not show this pattern at this stage of our research is not unusual. Other studies underway suggest there is only limited association between length of instruction and skill gains. It is also true that, like with parenting, ABE programs do not necessarily teach everyday literacy skills in any direct way. Their focus may be more on general basic and academic skills which may have limited transfer to everyday life situations, at least in the time frame covered by our study. Additional qualitative research will enable us to explore these issues more thoroughly.

## Conclusions

The Longitudinal Study of Adult Literacy Participants in Tennessee at this point is providing food for thought to programs and policy makers in the state. We do not by any means have all the answers to our questions, but we are clearer about many of the questions and we have some answers. More questions will be answered by the follow-up interviews being conducted in 1994, which will be analyzed and reported next year. Other questions are better explored by qualitative interviews with participants, which we also hope to conduct in 1994.

So far we have some findings of which Tennessee ABE programs can be proud. We are doing rather better at keeping students enrolled than a national study has found. Participants on the whole were extremely positive about their time in ABE, and had few criticisms. Many of the reasons why they left were beyond the control of programs with such limited resources.

Our hope is that the data in this study can be the focus of intense debate and discussion among Tennessee ABE providers over the next year or two, as additional analyses become available. Through this discussion program providers may be able to identify ways in which they can do even better what we are all committed to -- meeting the needs of adult learners in our state.

# V. REFERENCES

## V. REFERENCES

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# APPENDIX 1

# COMPARISON OF BASELINE DATA FOR COHORT 1 AND COHORT 2

## COMPARISON OF BASELINE DATA FOR COHORT 1 AND COHORT 2

**Table 1.** Demographics of Respondents

| Demographics | Baseline Cohort 1 | | | Baseline Cohort 2 | | |
|---|---|---|---|---|---|---|
| | N | % | Average | N | % | Average |
| 1. Average age | | | 34 Years | | | 35 Years |
| 2. Sex | | | | | | |
| Male | 60 | 45.1% | | 75 | 50.0% | |
| Female | 73 | 54.9% | | 75 | 50.0% | |
| 3. Race | | | | | | |
| White | 52 | 39.1% | | 68 | 45.3% | |
| Black | 77 | 57.9% | | 78 | 52.0% | |
| Asian | 1 | 0.8% | | 1 | 0.7% | |
| Hispanic | 2 | 1.5% | | 0 | 0 | |
| Other | 1 | 0.8% | | 3 | 2.0% | |
| 4. Number and percent married | 55 | 41.7% | | 55 | 37.2% | |
| 5. Average length of marriage | | | 12 Years | | | 12 Years |
| 6. Number and percent with children under 18 | 73 | 57.5% | | 102 | 68.0% | |
| 7. Average grade level attained | | | 8th | | | 9th |
| 8. Reason for leaving school | | | | | | |
| Wanted to go to work | 9 | 7.3% | | 10 | 7.2% | |
| Had to work for money | 20 | 16.3% | | 23 | 16.7% | |
| Marriage | 9 | 7.3% | | 5 | 3.6% | |
| Medical reasons/pregnancy | 21 | 17.1% | | 26 | 18.8% | |
| Not doing well in school | 26 | 21.1% | | 23 | 16.7% | |
| Doing okay but did not like school | 18 | 14.6% | | 15 | 10.9% | |
| Family moved a lot | 4 | 3.3% | | 10 | 7.2% | |
| Other | 16 | 13.0% | | 26 | 18.8% | |
| 9. Number and percent for whom: | | | | | | |
| Mother graduated high school | 28 | 25.7% | | 36 | 27.1% | |
| Father graduated high school | 29 | 30.5% | | 29 | 26.4% | |
| Spouse graduated high school | 13 | 29.5% | | 22 | 48.9% | |

**Table 2. Enrollment Information About Respondents**

| Enrollment Information | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| Participant's reasons for enrolling in the ABE program: | | | | |
| •To improve basic skills | 43 | 32.3% | 62 | 41.3% |
| •To achieve goals ( GED, diploma, college) | 63 | 47.4% | 91 | 60.7% |
| •I value learning | 13 | 9.7% | 13 | 8.7% |
| •Public school did not work for me | 0 | 0 | 2 | 1.3% |
| •Post retirement goal | 0 | 0 | 2 | 1.3% |
| •To get a job or a better job | 54 | 40.6% | 64 | 42.7% |
| •I can't do my old job any longer due to disability | 1 | 0.8% | 3 | 2.0% |
| •To get off assistance | 2 | 1.5% | 2 | 1.3% |
| •To perform better on my job | 13 | 9.7% | 4 | 2.7% |
| •To make more money | 6 | 4.5% | 7 | 4.7% |
| •To better myself | 31 | 23.3% | 21 | 14.0% |
| •To stop feeling bad about myself | 6 | 4.5% | 6 | 4.0% |
| •To be able to read the Bible | 1 | 0.8% | 4 | 2.7% |
| •To take better care of family/children | 20 | 15.0% | 14 | 9.3% |
| •To be able to help others in my community | 2 | 1.5% | 4 | 2.7% |
| •Because I have the time | 1 | 0.8% | 3 | 2.0% |
| •I was sent by the judge | 1 | 0.8% | 2 | 1.3% |
| •I was sent by the unemployment agency | 2 | 1.5% | 0 | 0 |
| •Because I want to keep my food stamps | 3 | 2.3% | 3 | 2.0% |
| Number and percent for whom the following represent potential barriers to progress in the program or to class attendance: | | | | |
| Health problems | 18 | 13.6% | 13 | 8.7% |
| Disability | 3 | 2.3% | 16 | 10.7% |
| Lack of home support | 1 | 0.8% | 4 | 2.7% |
| Transportation problems | 8 | 6.1% | 8 | 5.3% |
| Child care | 4 | 3.0% | 4 | 2.7% |
| Work conflicts | 10 | 7.6% | 7 | 4.7% |
| Other barriers | 9 | 6.8% | 5 | 3.3% |
| No barriers | 83 | 62.9% | 102 | 68.0% |



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**Table 3. Employment Information of Respondents**

| Employment Information | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| 1. Number and percent employed | 44 | 33.1% | 45 | 30.0% |
| 2. Breakdown on employed: | | | | |
| Full-time | 32 | 72.7% | 38 | 84.5% |
| Part-time | 11 | 25.0% | 6 | 13.3% |
| Other | 1 | 2.3% | 1 | 2.2% |
| 3. Number and percent employed who have permanent jobs | 40 | 90.0% | 40 | 88.9% |
| 4. Occupation | | | | |
| Low-skilled | 18 | 40.9% | 21 | 46.7% |
| Semi-skilled | 25 | 56.8% | 16 | 35.6% |
| Skilled technical/technicians, craftspeople | 1 | 2.3% | 8 | 17.8% |
| 5. Industry | | | | |
| Agriculture/mining | 2 | 4.9% | 2 | 4.5% |
| Construction | 3 | 7.3% | 5 | 11.4% |
| Manufacturing | 14 | 34.1% | 6 | 13.6% |
| Transportation, communication, utilities | 2 | 4.9% | 3 | 6.8% |
| Wholesale/retail Trade | 2 | 4.9% | 3 | 6.8% |
| Entertainment/recreational services | 6 | 14.6% | 10 | 22.7% |
| Health tech services | 1 | 2.4% | 3 | 6.8% |
| Protective services | 1 | 2.4% | 0 | 0 |
| Government | 5 | 12.2% | 2 | 4.5% |
| Other | 5 | 12.2% | 10 | 22.7% |
| 6. Number and percent satisfied with present job | 32 | 74.4% | 28 | 63.6% |
| 7. Number and percent who have a lot of responsibility at work | 37 | 86.1% | 36 | 81.9% |
| 8. Percent who feel that, with present skill level, there is NO chance for promotion | 27 | 61.4% | 29 | 65.9% |

Table 4. Income Information of Respondents

| Income Information | Baseline Cohort 1 | | | Baseline Cohort 2 | | |
|---|---|---|---|---|---|---|
| | N | % | Average | N | % | Average |
| 1. Average hours worked per week | | | 39 hours | | | 38 hours |
| 2. Average hourly pay | | | $6.07/hr | | | $5.75/hr |
| 4. Yearly household income | | | | | | |
| Less than $5,000 | 43 | 43.0% | | 65 | 50.4% | |
| $5,000 - $9,999 | 20 | 20.0% | | 33 | 25.6% | |
| $10,000 - $14,999 | 10 | 10.0% | | 12 | 9.3% | |
| $15,000 - $19,999 | 7 | 7.0% | | 11 | 8.5% | |
| $20,000 - $24,999 | 8 | 8.0% | | 4 | 3.1% | |
| $25,000 - $29,999 | 2 | 2.0% | | 0 | 0 | |
| $30,000 or more | 10 | 10.0% | | 4 | 31.% | |
| 5. Number and percent receiving the following types of government assistance: | | | | | | |
| Food stamps | 62 | 48.8% | | 80 | 53.3% | |
| Aid to Families with Dependent Children | 30 | 23.6% | | 30 | 20.0% | |
| Unemployment pay | 5 | 3.9% | | 3 | 2.0% | |
| Workers compensation | 4 | 3.1% | | 3 | 2.0% | |
| Jobs Program allowance | 4 | 3.1% | | 1 | 0.7% | |
| Supplemental Security Income (SSI) | 19 | 14.8% | | 13 | 8.7% | |
| WIC | 5 | 3.9% | | 5 | 3.3% | |
| Social Security | 14 | 10.9% | | 17 | 11.3% | |
| None of the above | 34 | 26.6% | | 50 | 33.3% | |
| 6. Number and percent who have the following benefits available: | | | | | | |
| Paid vacation | 24 | 57.1% | | 28 | 62.2% | |
| Retirement plan | 16 | 38.1% | | 16 | 35.6% | |
| Sick leave | 19 | 45.2% | | 17 | 37.8% | |
| Health insurance plan | 29 | 69.0% | | 25 | 55.6% | |
| No benefits | 12 | 28.6% | | 16 | 35.6% | |
| 7. Number and percent employed and covered by employer's health insurance | 25 | 86.2% | | 22 | 88.0% | |
| 8. Number and percent of those married whose spouse is employed | 27 | 48.2% | | 30 | 57.7% | |

**Table 5. Information about Unemployed Respondents**

| Unemployed | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| 1. Number and percent unemployed | 89 | 66.9% | 105 | 70.0% |
| 2. Number and percent unemployed who are: | | | | |
| Looking for work | 40 | 46.0% | 47 | 45.2% |
| Not looking for work | 30 | 34.5% | 28 | 26.9% |
| Unable to work due to health | 8 | 9.2% | 15 | 14.4% |
| Homemakers | 4 | 4.6% | 8 | 7.7% |
| Retired | 5 | 5.7% | 6 | 5.8% |
| 3. Number and percent who have worked in the past 5 years | 53 | 59.5% | 69 | 66.3% |
| 5. Number and percent of those who worked : | | | | |
| Part-time in the past 5 years | 25 | 47.2% | 25 | 37.9% |
| Full-time in the past 5 years | 17 | 32.1% | 29 | 43.9% |
| Both part-time and full-time in the past 5 years | 11 | 20.8% | 12 | 18.2% |
| 6. Number and percent looking for work who have found it difficult to find a job for the following reasons (individuals were instructed to answer "yes" to as many reasons as applied to them): | | | | |
| Not enough education or training | 24 | 58.5% | 35 | 74.5% |
| Unable to fill out job application | 5 | 12.2% | 11 | 23.4% |
| Jobs are scarce | 20 | 48.8% | 20 | 42.6% |
| Didn't like work, work conditions, pay, etc. | 4 | 9.8% | 6 | 12.8% |
| Race | 0 | 0 | 0 | 0 |
| Age | 7 | 17.1% | 4 | 8.5% |
| Gender | 2 | 4.9% | 1 | 2.1% |
| Transportation problems | 9 | 22.0% | 8 | 17.0% |
| Child care problems | 2 | 4.9% | 1 | 2.1% |
| Other problems | 4 | 9.8% | 0 | 0 |

**Table 6. Family, Home Life, and Self-Esteem of Respondents**

| Family, Home Life, and Self-Esteem | Baseline Cohort 1 | | | Baseline Cohort 2 | | |
|---|---|---|---|---|---|---|
| | N | % | | N | % | |
| 1. Number and percent who have moved in the last year | 44 | 33.3% | | 45 | 30.0% | |
| 2. Home | | | | | | |
| Own | 44 | 33.1% | | 36 | 24.0% | |
| Rent | 54 | 40.6% | | 79 | 52.7% | |
| Other arrangement | 35 | 26.3% | | 35 | 23.3% | |
| 3. Average number of adults in home | | | 2.2 | | | 2.1 |
| 4. Average number of children in home | | | 2.7 | | | 2.3 |
| 5. Number and percent who, in the last month, have helped children with school work: | | | | | | |
| Never | 10 | 18.2% | | 8 | 13.8% | |
| Rarely | 9 | 16.4% | | 7 | 12.1% | |
| Sometimes | 14 | 25.5% | | 12 | 20.7% | |
| Often | 22 | 40.0% | | 31 | 53.4% | |
| 6. Number and percent who, in the last month, talked with children about school: | | | | | | |
| Never | 0 | 0 | | 2 | 3.4% | |
| Rarely | 3 | 5.5% | | 2 | 3.4% | |
| Sometimes | 8 | 14.5% | | 11 | 19.0% | |
| Often | 44 | 80.0% | | 43 | 74.1% | |
| 7. Number and percent who, in the last year, have visited or called teachers about children's progress: | | | | | | |
| Not at all | 12 | 21.8% | | 13 | 22.4% | |
| One, two, or three times | 23 | 41.8% | | 24 | 41.4% | |
| Four or more times | 20 | 36.4% | | 21 | 36.2% | |
| 8. Number and percent of parents who attend school activities other than sports | 26 | 47.3% | | 29 | 50.0% | |
| 9. Number and percent satisfied with children's school work | 45 | 84.9% | | 53 | 86.9% | |
| 10. Number and percent who expect children to receive high school diploma | 59 | 100% | | 61 | 100% | |
| 11. Number and percent who feel they have a good relationship with their spouse | 48 | 87.3% | | 44 | 81.5% | |
| 12. Average self-esteem score of respondents (The self-esteem score is based on a five point scale with one indicating lower self-esteem and five indicating higher self-esteem) | | | 3.64 | | | 3.58 |

**Table 7. Politics and Community Involvement of Respondents**

| Politics and Community Involvement | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| 1. Number and percent who are registered voters | 81 | 60.9% | 82 | 55.8% |
| 2. Number and percent of registered voters who voted in the last 4 years | 68 | 80.0% | 62 | 75.6% |
| 3. Number and percent involved in the following organizations: | | | | |
| Church or Synagogue | 85 | 64.4% | 84 | 56.0% |
| Fraternal, veteran's or service organizations | 3 | 2.3% | 7 | 4.7% |
| Parent-teacher association/organization | 17 | 12.9% | 18 | 12.0% |
| Labor unions | 3 | 2.3% | 6 | 4.0% |
| Youth groups | 5 | 3.8% | 6 | 4.0% |
| Neighborhood or community associations | 5 | 3.8% | 3 | 2.0% |
| Social or sports group | 10 | 7.5% | 5 | 3.3% |
| 4. Number and percent who feel neighborhood is safe | 83 | 63.4% | 100 | 66.6% |
| 5. Number and percent satisfied with public schools | 70 | 53.0% | 81 | 54.0% |
| 6. Number and percent satisfied with community | 92 | 70.3% | 113 | 75.3% |
| 7. Number and percent who worry about environmental problems | 84 | 64.1% | 96 | 64.4% |
| 8. Number and percent who are hopeful about the future | 110 | 82.7% | 121 | 80.7% |
| 9. Number and percent who feel they can bring about change in the government | 84 | 63.2% | 97 | 65.0% |
| 10. Number and percent who feel public officials don't show enough concern for ordinary people | 100 | 75.2% | 109 | 72.7% |

**Table 8. Activities of Respondents**

| Activities | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| 1. Number and percent who sometimes or regularly use the public library | 43 | 32.6% | 49 | 32.7% |
| 2. Number and percent who sometimes or regularly read magazines, books or newspapers | 103 | 78.7% | 113 | 75.3% |
| 3. Number and percent who sometimes or regularly read books to children | 45 | 69.3% | 49 | 72.1% |
| 4. Number and percent who sometimes or regularly pay bills themselves | 99 | 74.4% | 115 | 77.7% |
| 5. Number and percent who sometimes or regularly need to memorize things because they can't read well enough | 88 | 66.6% | 112 | 76.2% |
| 6. Number and percent who sometimes or regularly attend community Meetings | 30 | 23.5% | 25.7% | 38 |
| 7. Number and percent for whom health sometimes or regularly prevents activities | 41 | 31.3% | 47 | 31.5% |
| 8. Number and percent who sometimes or regularly talk politics with family and friends | 49 | 37.7% | 63 | 42.3% |
| 9. Number and percent who sometimes or regularly need to write on the job | 22 | 59.4% | 26 | 59.1% |
| 10. Number and percent who sometimes or regularly work with numbers on the job | 22 | 59.4% | 21 | 47.7% |
| 11. Percent who sometimes or regularly need to read to get work done | 25 | 67.5% | 22 | 50.0% |

**Table 9. Physical Well Being of Respondents**

| Physical Well Being | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| 1. Number and percent with major health or physical problems | 37 | 27.8% | 42 | 28.0% |
| 2. Number and percent who have a family doctor | 79 | 59.8% | 83 | 56.0% |
| 3. Number and percent who visit the local public health clinic | 51 | 38.6% | 56 | 37.0% |
| 4. Number and percent who take children for regular check-ups | 60 | 87.0% | 58 | 81.7% |
| 5. Number and percent who have: | | | | |
| No medical insurance | 29 | 22.3% | 46 | 30.7% |
| Medicare | 13 | 10.0% | 14 | 9.3% |
| Medicaid | 54 | 41.5% | 55 | 37% |
| Private health insurance | 12 | 9.2% | 9 | 6.0% |
| Employer paid health insurance | 31 | 23.8% | 28 | 19.0% |

**Table 10. Life Satisfaction of Respondents**

| Life Satisfaction | Baseline Cohort 1 | | Baseline Cohort 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| 1. Number and percent very happy or happy with house/apartment | 93 | 70.0% | 109 | 72.7% |
| 2. Number and percent very happy or happy with city/neighborhood | 81 | 60.9% | 94 | 62.7% |
| 3. Number and percent very happy or happy with national government | 39 | 30.0% | 55 | 36.7% |
| 4. Number and percent employed who are very happy or happy with work | 39 | 82.9% | 33 | 73.3% |
| 5. Number and percent very happy or happy with hobbies | 86 | 70.0% | 108 | 74.5% |
| 6. Number and percent very happy or happy with religion | 97 | 77.6% | 115 | 80.4% |
| 7. Number and percent very happy or happy with marriage | 46 | 85.2% | 43 | 79.6% |
| 8. Number and percent very happy or happy with family | 105 | 83.3% | 122 | 83.0% |
| 9. Number and percent very happy or happy with friendships | 102 | 79.1% | 113 | 75.8% |
| 10. Number and perceNt very happy or happy with health | 89 | 68.4% | 112 | 75.2% |
| 11. Number and percent very happy or happy with finances | 45 | 34.4% | 55 | 36.9% |
| 12. Number and percent very happy or happy with life in general | 101 | 77.6% | 114 | 76.5% |

# APPENDIX 2

# COHORT ONE FOLLOW-UP FREQUENCIES

## COHORT ONE FOLLOW-UP FREQUENCIES

### Table 1. Personal Characteristics

| Personal Characteristics | Follow-up 1 | | |
|---|---|---|---|
| | N | % | Average |
| 1. Are you currently married? | | | |
| Yes | 30 | 43% | |
| No | 40 | 57% | |
| 2. How long have you been married? | | | 13.6 Years |
| 3. Do you now or have you ever had any children? | | | |
| Yes | 53 | 77% | |
| No | 16 | 23% | |
| 4. [IF YES] How many children in each of the following age groups? (data are recorded as number and percent with at least one child in each category). | | | |
| Under 5 | 12 | 23% | |
| 5-11 | 15 | 28% | |
| 12-18 | 20 | 38% | |
| 19-25 | 18 | 34% | |
| 26 or older | 7 | 13% | |
| Deceased | 4 | 8% | |
| 5. [IF ANY UNDER 18] Are these children living at home? | | | |
| Yes | 34 | 71% | |
| No | 14 | 29% | |
| 6. Are you still enrolled in the adult basic education program? | | | |
| Yes | 32 | 46% | |
| No | 38 | 54% | |
| 7. [IF YES] How long have you been attending? | | | 1.7 Years |
| 8. How many hours are you usually in class each week? | | | 5.5 Hours |
| 10. I am going to read a list of items. Please tell me if any of the items are reasons why you stopped attending: | | | |
| Health reasons | 9 | 24% | |
| Diagnosed disability | 3 | 8% | |
| No support at home | 4 | 11% | |
| Transportation problems | 11 | 29% | |
| Child care problems | 6 | 16% | |
| Work schedule | 12 | 32% | |
| Got a job | 11 | 29% | |
| Not learning enough/fast enough | 6 | 16% | |
| Problem with teacher/tutor/class | 5 | 13% | |
| I met my goals | 0 | 0 | |
| Other | 11 | 29% | |



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| Table 1 Continued -- Personal Characteristics | N | % | Average |
|---|---|---|---|
| 11/12. Thinking back to when you started, what was your main reason for enrolling in these ABE classes? Why was it important to you? | | | |
| Job-related reasons | 31 | 44% | |
| Reading/writing as ends in themselves | 29 | 41% | |
| GED or diploma as a goal | 26 | 33% | |
| Self-improvement | 14 | 20% | |
| To set example for, help, or financially support children | 13 | 19% | |
| To get or keep food stamps | 2 | 3% | |
| 13. Has participation in the ABE classes made a difference to you, or helped you make progress toward your goals? | | | |
| Yes | 64 | 91% | |
| No | 5 | 7% | |
| DK | 1 | 2% | |
| 14. [IF YES] In what ways? | | | |
| Reading/writing/math improvement | 31 | 49% | |
| Learning (general) | 11 | 17.5% | |
| Everyday literacy skills (specific) | 8 | 13% | |
| Confidence; felling better about self | 6 | 9.5% | |
| Got a job, or improved on the job | 5 | 8% | |
| Helping children | 1 | 1.5% | |
| Being with people | 1 | 1.5% | |
| 15a. What have you liked most about taking part in the adult education class? | | | |
| Reading/writing/math | 16 | 25% | |
| Working in group; fellowship | 12 | 18.5% | |
| Teacher | 11 | 17% | |
| Learning (general) | 11 | 17% | |
| One on one help | 6 | 9% | |
| Using the computer | 3 | 4.5% | |
| Fun | 3 | 4.5% | |
| Working at own pace | 2 | 3% | |
| Increased confidence | 1 | 1.5% | |
| 15b. What have you liked least about taking part in the adult education class? | | | |
| No dislikes | 36 | 53% | |
| Not learning fast enough, or not at the right level | 9 | 13% | |
| Hours/scheduling/location of classes | 8 | 12% | |
| Reading/writing/math | 6 | 9% | |
| Other students who are disruptive or not serious | 4 | 6% | |
| Teacher | 3 | 4% | |
| Tired from work | 2 | 3% | |
| 16. Since you started the ABE classes, have you enrolled in any other training or educational program? | | | |
| Yes | 12 | 17% | |
| No | 58 | 83% | |
| 17. [IF YES] What kind? | | | |
| Job-related | 8 | 67% | |
| Community | 3 | 25% | |
| Other | 1 | 8% | |

## Table 2. Socio-Economic Background

| Socio-Economic Information | | Follow-up 1 | | |
|---|---|---|---|---|
| | | N | % | Average |
| 18. Are you employed right now, either full-time or part-time? | | | | |
| | Yes | 32 | 46% | |
| | No | 38 | 54% | |
| 19. [NO, NOT EMPLOYED] Are you... | | | | |
| | Unemployed, looking for work | 13 | 34% | |
| | Unemployed, not looking for work | 10 | 26% | |
| | Unable to work due to health condition | 7 | 18% | |
| | Homemaker | 3 | 8% | |
| | Retired | 5 | 13% | |
| 20. [IF UNEMPLOYED, LOOKING FOR WORK] How long have you been looking for a job? | | | | |
| | Less than 6 months | 7 | 54% | |
| | 6 months - 1 year | 3 | 23% | |
| | Over 1 year | 3 | 23% | |
| 21. [YES, EMPLOYED] Is this the same job you had when you enrolled in the adult basic education program (at the time of the baseline interview)? | | | | |
| | Yes, same job | 16 | 50% | |
| | No, different job | 5 | 16% | |
| | N/A -- not employed at time of baseline interview | 11 | 34% | |
| 22. [YES, SAME JOB] Have there been any changes in working hours, pay rate, benefits or job responsibility? | | | | |
| | Yes | 8 | 50% | |
| | No | 8 | 50% | |
| 23. [IF CHANGES] List any changes in work hours, pay rates, benefits, or changes in job responsibility since first interview. | | | | |
| | Change in pay | 6 | 86% | |
| | Change in job duties/responsibilities | 1 | 14% | |
| 24. [NO, NOT SAME JOB] What were the reasons you left that job? | | | | |
| | Not making enough money | 4 | 80% | |
| | Work ended | 1 | 20% | |
| 25. [QUESTIONS 25-36 PERTAIN TO THE 11 PARTICIPANTS WHO ARE RECENTLY EMPLOYED] | | | | |
| Are you now employed... | Full-time (36+ hr/wk) | 6 | 67% | |
| | Part-time (up to 35 hr/wk) | 3 | 33% | |
| | Employed, but not at work | 0 | 0 | |
| | Self-employed, full-time | 0 | 0 | |
| | Self-employed, part-time | 0 | 0 | |
| 26. Is this a permanent or temporary job? | | | | |
| | Permanent | 6 | 67% | |
| | Temporary | 3 | 33% | |
| 27. What is your job? What sort of work do you do? | | | | |
| | Professional | 0 | 0 | |
| | White Collar | 3 | 33% | |
| | Skilled Work | 1 | 11% | |
| | Semi-skilled Work | 5 | 56% | |
| | Low-skilled Work | 0 | 0 | |

| Table 2. Continued -- Socio-Economic Information | | N | % | Average |
|---|---|---|---|---|
| 28. INDUSTRY: | Agriculture/Mining | 0 | 0 | |
| | Construction | 1 | 12.5% | |
| | Manufacturing | 3 | 37.5% | |
| | Transportation, communication, public utilities | 0 | 0 | |
| | Wholesale/retail trade | 2 | 25% | |
| | Finance, business services | 0 | 0 | |
| | Entertainment, recreational service | 2 | 25% | |
| | Health tech services | 0 | 0 | |
| | Protective services | 0 | 0 | |
| | Government | 0 | 0 | |
| | Other | 0 | 0 | |
| 29. How many hours per week do you usually work? | | | | 39 Hours |
| 30. What is your rate of pay? | | | | $4.87/ Hour |
| 31. Does your job have any of the following benefits? | Paid vacation | 6 | 67% | |
| | Retirement plan | 4 | 44% | |
| | Sick leave | 4 | 44% | |
| | Health insurance plan | 6 | 67% | |
| | No benefits | 2 | 22% | |
| | Other | 0 | 0 | |
| 32. [IF HEALTH PLAN] Are you covered under this plan? | Yes | 2 | 33% | |
| | No | 4 | 67% | |
| 33. [IF YES]Does your employer pay a portion of your insurance premium? | Yes | 2 | 100% | |
| | No | 0 | 0 | |
| 34. [IF YES] Is this... | less than 1/2 | 0 | 0 | |
| | more than 1/2 | 1 | 50% | |
| | all of the premium | 1 | 50% | |
| | don't know | 0 | 0 | |
| 35. [IF MARRIED] Does your health insurance cover your spouse? | Yes | 0 | 0 | |
| | No | 3 | 100% | |
| 36. Does your health insurance cover your children/dependents? | Yes | 0 | 0 | |
| | No | 4 | 100% | |
| 37. [ASK ALL EMPLOYED] Percent who agree or strongly agree with the statement "I am satisfied with my present job." | | 22 | 69% | |
| 38. Percent who agree or strongly agree with the statement "I have a lot of responsibility at work." | | 28 | 88% | |
| 39. Percent who agree or strongly agree with the statement "With my present skill level, I have no chance for promotion." | | 17 | 55% | |
| 40. Compared with when you started taking the ABE classes, how do you feel about your job? | About the Same | 11 | 48% | |
| | Worse | 1 | 4% | |
| | Better | 11 | 48% | |

| Table 2. Continued -- Socio-Economic Information | | N | % | Average |
|---|---|---|---|---|
| 41. [ASK EVERYONE] Do you rely on anything to help make ends meet, things such as gardening, trading, bartering, or selling things at the flea market? | | | | |
| | Yes | 16 | 24% | |
| | No | 51 | 76% | |
| 42. [IF YES] How important are these extra things to your survival? | | | | |
| | Not really important | 4 | 25% | |
| | Somewhat important | 1 | 6% | |
| | Pretty important | 4 | 25% | |
| | Very important | 6 | 38% | |
| | Only source of income | 1 | 6% | |
| 43. [IF MARRIED] Is your wife/husband currently employed? | Yes | 15 | 52% | |
| | No | 14 | 48% | |
| 44. [IF NO] Is she/he... | Unemployed, looking for work | 3 | 23% | |
| | Unemployed, not looking for work | 0 | 0 | |
| | Unable to work due to health condition | 6 | 46% | |
| | Homemaker | 3 | 23% | |
| | Retired | 1 | 8% | |
| 45. [IF SPOUSE EMPLOYED] is she/he employed... | | | | |
| | Full-time (36+ hr/wk) | 14 | 93% | |
| | Part-time (up to 35 hr/wk) | 1 | 7% | |
| | Employed, but not at work | 0 | 0 | |
| | Self-employed, full-time | 0 | 0 | |
| | Self-employed, part-time | 0 | 0 | |
| 46. Is this a permanent or temporary job? | Permanent | 13 | 100% | |
| | Temporary | 0 | 0 | |
| 47. Does your household income include any of the following kinds of payments, right now or in the last year? | | | | |
| | Food Stamps | 36 | 51% | |
| | Aid to Families with Dependent Children | 12 | 17% | |
| | Unemployment Pay | 4 | 6% | |
| | Worker's Compensation | 0 | 0 | |
| | JOBS Program Allowance/JTPA | 2 | 3% | |
| | Supplemental Security Income (SSI) | 9 | 13% | |
| | (WIC) Women, Infant and Children Vouchers | 6 | 9% | |
| | Social Security Transfer Payments | 18 | 26% | |
| | No Payments | 20 | 29% | |
| | Other Payments | 3 | 4% | |
| | Don't Know | 1 | 1.5% | |
| 48. Considering all sources of income, can you tell me the range that's closest to your total household income? | | | | |
| | less than $ 5,000 | 26 | 41% | |
| | $ 5,000 - $ 9,999 | 15 | 23% | |
| | $10,000 - $14,999 | 10 | 16% | |
| | $15,000 - $19,999 | 4 | 6% | |
| | $20,000 - $24,999 | 1 | 2% | |
| | $25,000 - $29,999 | 2 | 3% | |
| | $30,000 or more | 6 | 9% | |

**Table 3. Family/Home Life**

| Family/Home Life Information | | Follow-up 1 | | |
|---|---|---|---|---|
| | | N | % | Average |
| 49. Are you living in the same home as last year when you were interviewed? | Yes | 52 | 74% | |
| | No | 18 | 26% | |
| 50. Do you own your home, do you rent, or have some other arrangement? | Own | 26 | 37% | |
| | Rent | 27 | 39% | |
| | Other | 17 | 24% | |
| 51. How many people live in your home (including yourself)? | Adults | | | 2.2 |
| | Children | | | 2.1 |
| 52. [IF CHILDREN IN HOME]Do you have children under 18 in your home who are... | | | | |
| | In Head Start or preschool | 2 | 6% | |
| | School | 23 | 67% | |
| | Both Head Start/preschool and school | 3 | 9% | |
| | Too young for school | 5 | 15% | |
| | Already graduated from high school | 1 | 3% | |
| | Dropped out of high school | 0 | 0 | |
| 53. In the last month, how often have you helped the children in your home with their school work? | Never | 7 | 25% | |
| | Rarely (once or twice) | 4 | 14% | |
| | Sometimes (three to five times) | 6 | 21% | |
| | Often (six times or more) | 11 | 39% | |
| 54. How often have you talked with them about school in the last month? | Never | 0 | 0 | |
| | Rarely (once or twice) | 0 | 0 | |
| | Sometimes (three to five times) | 7 | 25% | |
| | Often (six times or more) | 21 | 75% | |
| 55. How many times in the past year have you visited or called teachers about the progress of children in your home? | None | 7 | 25% | |
| | Once, twice, three times | 8 | 29% | |
| | Four or more times | 13 | 46% | |
| 56. Why would you call or visit your child's teacher? | | | | |
| To regularly check on his/her progress | | 21 | 100% | |
| If there are problems with her/his behavior or school work | | 14 | 67% | |
| Other reasons | | 4 | 19% | |
| 57. Do you attend school activities, other than sports? | Yes | 18 | 64% | |
| | No | 10 | 36% | |
| 58. [IF YES] How many school activities, other than sports, have you attended in the last year? | None | 1 | 6% | |
| | One to three | 6 | 33% | |
| | Four or more | 11 | 61% | |
| 59. What kinds of school activities have you attended? | | | | |
| PTA/PTO activities | | 2 | 11% | |
| Other (plays, chorus, assemblies, etc.) | | 8 | 42% | |
| Both "PTA/PTO" and "Other" | | 9 | 47% | |

| Table 3. Continued – Family/Home Life Information | N | % | Average |
|---|---|---|---|
| 60. Compared with when you started taking the ABE class, how do you feel your child/children is/are doing in school--about the same, worse, or better? | | | |
| About the Same | 11 | 39% | |
| Worse | 0 | 0 | |
| Better | 17 | 61% | |
| 61. Compared with when you started taking the ABE class, how do you feel about your relationship with your child/children--about the same, worse, or better? | | | |
| About the Same | 14 | 47% | |
| Worse | 0 | 0 | |
| Better | 16 | 53% | |
| 62. [IF ANSWER TO Q. 61 IS "WORSE" OR "BETTER" ASK]What changes in your relationship with your child/children have you seen since you've been enrolled in education classes? | | | |
| Parents help children with schoolwork better | 5 | 29% | |
| Parent sets good example for children | 5 | 29% | |
| Increased contact/interaction with children | 4 | 24% | |
| Children help parents with schoolwork | 3 | 18% | |
| 63. Since you were last interviewed, have you had any children drop out of school? | | | |
| Yes | 1 | 3% | |
| No | 30 | 97% | |
| 64. Percent who strongly agree or agree with the statement "A book is a good gift for a child." | 70 | 100% | |
| 65. Percent who strongly agree or agree with the statement "Reading gives a person ideas to share with other people." | 70 | 100% | |
| 66. Percent who strongly agree or agree with the statement "I have friends who have problems reading." | 56 | 80% | |
| 67. Percent who strongly agree or agree with the statement "People who can read will get a better job." | 65 | 93% | |
| 68. [IF MARRIED] Percent who strongly agree or agree with the statement "I have a good relationship with my spouse." | 26 | 87% | |
| 69. [IF CHILDREN IN SCHOOL] Percent who strongly agree or agree with the statement "Most of the time my children like school." | 25 | 89% | |
| 70. [IF CHILDREN IN SCHOOL] Percent who strongly agree or agree with the statement "I am satisfied with how my children are doing with their school work." | 24 | 86% | |
| 71. [IF CHILDREN IN SCHOOL] Percent who strongly agree or agree with the statement "I am satisfied with my children's behavior in school." | 22 | 79% | |
| 72. [IF CHILDREN IN SCHOOL] Percent who strongly agree or agree with the statement "I expect my children to receive a high school diploma." | 28 | 100% | |



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**Table 4. Rosenberg Self Esteem Assessment**

| Self Esteem Items: | Follow-up 1 | | |
|---|---|---|---|
| | N | % | Average |
| 73. Average scores for the statement "I feel pretty healthy most of the time." | | | 4.14 |
| 74. Average scores for the statement "On the whole I am satisfied with myself." | | | 3.66 |
| 75. Average scores for the statement "At times I think I am no good at all." | | | 3.41 |
| 76. Average scores for the statement "I feel that I have a number of good qualities." | | | 4.31 |
| 77. Average scores for the statement "I am able to do things as well as most other people." | | | 4.17 |
| 78. Average scores for the statement "I feel I do not have much to be proud of." | | | 3.94 |
| 79. Average scores for the statement "I certainly feel useless at times." | | | 3.41 |
| 80. Average scores for the statement "I feel that I'm a person of worth at least on an equal level with others." | | | 4.14 |
| 81. Average scores for the statement "I wish I could have more respect for myself." | | | 3.14 |
| 82. Average scores for the statement "All in all I am inclined to feel that I am a failure." | | | 3.99 |
| 83. Average scores for the statement "I take a positive attitude toward myself." | | | 4.11 |
| 84. Compared with when you started taking the ABE class, how do you feel about yourself--about the same, worse, or better? | | | |
| About the Same | 14 | 20% | |
| Worse | 2 | 3% | |
| Better | 53 | 77% | |
| 85a. [IF WORSE/BETTER] In what ways do you think you have changed? | | | |
| Reading better, more often | 18 | 36% | |
| Sense of accomplishment | 9 | 18% | |
| Feeling better about self | 7 | 14% | |
| Change in attitude/outlook for the better | 5 | 10% | |
| Combination of reading better and feeling better about self | 5 | 10% | |
| Feeling better due to increased social contact | 3 | 6% | |
| Feeling worse because did not stay in ABE program | 2 | 4% | |
| Don't know | 1 | 2% | |
| 85b. What do you think has caused these changes? | | | |
| Being able to read better | 19 | 39% | |
| Attending ABE classes | 14 | 29% | |
| Social support | 9 | 18% | |
| I brought about the changes myself | 5 | 10% | |
| I blame myself (in the case of changes for the worse) | 1 | 2% | |
| Don't know | 1 | 2% | |

**Table 5. Politics and Community Involvement**

| Politics and Community Involvement Information | | Follow-up 1 | | |
|---|---|---|---|---|
| | | N | % | Average |
| 86. Are you a registered voter? | Yes | 44 | 63% | |
| | No | 26 | 37% | |
| 87. [IF YES] Did you vote in the last presidential election? | Yes | 30 | 70% | |
| | No | 13 | 30% | |
| 88. Do you belong to any of the following clubs or organizations: | | | | |
| | Church or Synagogue | 47 | 67% | |
| | Fraternal, Veteran, or Service Organizations | 6 | 9% | |
| | Parent-teacher Association, Organization | 16 | 23% | |
| | Labor Unions | 1 | 1.5% | |
| | Youth Groups | 9 | 13% | |
| | Neighborhood or Community Associations | 8 | 11% | |
| | Social or Sports Group | 9 | 13% | |
| | Other | 5 | 7% | |
| 89. Percent who strongly agree or agree with the statement "My community does not have good quality public schools." | | 22 | 31% | |
| 90. Percent who strongly agree or agree with the statement "My neighborhood is a safe place to live." | | 51 | 73% | |
| 91. Percent who strongly agree or agree with the statement "I am satisfied with my community." | | 54 | 77% | |
| 92. Percent who strongly agree or agree with the statement "I worry about environmental problems in my community." | | 43 | 61% | |
| 93. Percent who strongly agree or agree with the statement "I am more interested in what goes on in my own community than in the rest of the world." | | 37 | 54% | |
| 94. Percent who strongly agree or agree with the statement "I feel hopeful about the future." | | 56 | 80% | |
| 95. Percent who strongly agree or agree with the statement "As a citizen I can help bring about needed change in government." | | 37 | 53% | |
| 96. Percent who strongly agree or agree with the statement "Public officials don't show enough concern for ordinary people." | | 52 | 75% | |
| 97. Do you see any chaNges in the way you feel about your community since when you were last interviewed? | Yes | 20 | 29% | |
| | No | 48 | 71% | |
| 98. What has changed? | | | | |
| | Positive changes | 15 | 79% | |
| | Negative changes | 4 | 21% | |

**Table 6. Activities**

| Activities | Follow-up 1 | |
|---|---|---|
| | N | % |
| 99. Percent who regularly or sometimes use the public library. | 27 | 40% |
| 100. Percent who regularly or sometimes read magazines, newspapers, or books. | 57 | 84% |
| 101. [IF CHILDREN AT HOME] Percent who regularly or sometimes read books to their children. | 20 | 61% |
| 102. [IF CHILDREN AT HOME] Percent who regularly or sometimes tell their children stories. | 20 | 65% |
| 103. Percent who regularly or sometimes pay bills themselves. | 57 | 84% |
| 104. Percent who regularly or sometimes talk with neighbors. | 55 | 82% |
| 105. Percent who regularly or sometimes need to memorize things because they can't read well enough. | 38 | 57% |
| 106. [IF MARRIED] Percent who regularly or sometimes have arguments with their spouse. | 19 | 61% |
| 107. Percent who regularly or sometimes attend community meetings. | 16 | 24% |
| 108. Percent who regularly or sometimes are kept from doing things they want to because of their health. | 24 | 36% |
| 109. Percent who regularly or sometimes talk politics with friends and family. | 25 | 38% |
| 110. [IF EMPLOYED] Percent who regularly or sometimes have problems understanding rules and regulations at work. | 5 | 17% |
| 111. [IF EMPLOYED] Percent who regularly or sometimes need to write on the job. | 13 | 41% |
| 112. [IF EMPLOYED] Percent who regularly or sometimes work with numbers on the job. | 22 | 71% |
| 113. [IF EMPLOYED] Percent who regularly or sometimes need to read to get their work done. | 16 | 50% |
| 114. [IF EMPLOYED] Percent who regularly or sometimes miss work because of illness. | 1 | 3% |
| 115. Since you were last interviewed, have you seen any changes in your everyday use of reading, writing, or math? Yes | 57 | 84% |
| No | 11 | 16% |
| 116a. How has this everyday use changed for you? | | |
| Increased use of reading/writing | 26 | 51% |
| Increased use of reading/writing and math/numbers | 14 | 27% |
| Increased use of math/numbers | 6 | 12% |
| General personal changes | 5 | 10% |
| 116b. What caused the change? ABE class/teachers | 31 | 58.5% |
| Increased reading ability | 13 | 24.5% |
| Increased confidence | 6 | 11% |
| Change in job situation | 3 | 6% |

**Table 7. Physical Well Being**

| Physical Well Being Information | | Follow-up 1 | |
|---|---|---|---|
| | | N | % |
| 117. Do you have any major physical or health problems at this time? | Yes | 16 | 23% |
| | No | 54 | 77% |
| 118. Compared with when you started the ABE class, do you think your health is about the same, worse or better? | About the Same | 45 | 64% |
| | Worse | 9 | 13% |
| | Better | 16 | 23% |
| 119. Do you have a family doctor? | Yes | 45 | 64% |
| | No | 25 | 36% |
| 120. Do you visit the local public health clinic? | Yes | 23 | 33% |
| | No | 47 | 67% |
| 121. [IF CHILDREN LIVING AT HOME] Do you take your children to the doctor or public health clinic for shots and regular check-ups? | Yes | 35 | 92% |
| | No | 3 | 8% |
| 122. How often do you go to the dentist? | Never | 9 | 15% |
| | Only when needed | 33 | 54% |
| | Once a year | 11 | 18% |
| | Every six months | 8 | 13% |
| 123. [IF CHILDREN LIVING AT HOME] Do you take your children to the dentist for regular check-ups? | Yes | 25 | 68% |
| | No | 9 | 24% |
| | Children too young | 3 | 8% |
| 124. Do you and your family have any medical insurance, or are you covered by Medicaid or Medicare? | No coverage | 17 | 25% |
| | Medicare | 13 | 19% |
| | Medicaid | 22 | 32% |
| | Private health insurance | 5 | 7% |
| | Employer-paid health insurance | 20 | 29% |
| 125. Who is covered? | Self | 48 | 91% |
| | Spouse | 22 | 85% |
| | Children or dependents | 31 | 91% |

**Table 8. Comparison with Baseline**

| 126. Compared with when you were last interviewed, would you tell me whether you feel about the same, worse, or better about... | | Follow-up 1 | |
|---|---|---|---|
| | | N | % |
| Your house or apartment | About the Same | 31 | 45% |
| | Worse | 5 | 7% |
| | Better | 33 | 48% |
| The city or neighborhood where you live | About the Same | 40 | 58% |
| | Worse | 6 | 9% |
| | Better | 23 | 33% |
| The community where you live | About the Same | 38 | 55% |
| | Worse | 8 | 12% |
| | Better | 23 | 33% |
| Our national government | About the Same | 45 | 65% |
| | Worse | 12 | 17.5% |
| | Better | 12 | 17.5% |
| [IF EMPLOYED] Your work | About the Same | 9 | 29% |
| | Worse | 1 | 3% |
| | Better | 21 | 68% |
| Your non-working activities, hobbies, and so on | About the Same | 28 | 48% |
| | Worse | 4 | 7% |
| | Better | 26 | 45% |
| Your religion | About the Same | 35 | 59% |
| | Worse | 2 | 3% |
| | Better | 22 | 37% |
| Organizations you belong to | About the Same | 36 | 75% |
| | Worse | 2 | 4% |
| | Better | 10 | 21% |
| [IF MARRIED] Your marriage | About the Same | 14 | 50% |
| | Worse | 2 | 7% |
| | Better | 12 | 43% |
| Your family life | About the Same | 28 | 47% |
| | Worse | 1 | 2% |
| | Better | 31 | 52% |
| Your friendships | About the Same | 34 | 56% |
| | Worse | 4 | 6% |
| | Better | 23 | 38% |
| Your health/physical condition | About the Same | 37 | 61% |
| | Worse | 6 | 10% |
| | Better | 18 | 29% |
| Your financial situation | About the Same | 27 | 44% |
| | Worse | 14 | 23% |
| | Better | 20 | 33% |
| Your life in general | About the Same | 24 | 39% |
| | Worse | 2 | 3% |
| | Better | 35 | 57% |

# APPENDIX 3

# FOLLOW-UP QUESTIONNAIRE

office use only

# ABE-1 LONGITUDINAL STUDY:
# FOLLOW-UP INTERVIEW

Respondent ID _____
Quality Check _____
Date of Check _____

Interviewer_____ County _____ Date _____

**********

**PLEASE CIRCLE THE NUMBER THAT CORRESPONDS WITH THE ANSWER GIVEN OR WRITE THE RESPONSES EXACTLY AS STATED.**

## SECTION A: PERSONAL CHARACTERISTICS

1) Are you currently: 1 married **[GO TO Q.2)**; 0 not married **[GO TO Q.3)**?

2) **[IF CURRENTLY MARRIED]** How long have you been married? _____

3) Do you now, or have you ever had any children?

1 YES 0 NO [Go to Q 6]

4) **[IF YES]** How many children in each of the following age groups? **[WRITE IN NUMBER]**

under 5___5-11___12-18___19-25___ 26 or older___
deceased___

5) **[IF ANY UNDER 18]** Are these children living at home?

1 yes 0 no

6) **[ASK ALL]** Are you still enrolled in the adult basic education program?

1 yes 0 no

1 YES

7) **[IF YES]** How long have you been attending?

8) How many hours are you usually in class each week?___hrs. **[NOW GO TO Q. 11]**

0 No

9) **[IF NO]** When did you stop attending?_____

10) I am going to read a list of items. Please tell me if any of the items are reasons why you stopped attending. **[YOU MAY CHECK MORE THAN ONE]**

1 health reasons
2 diagnosed disability (emotional, mental, learning)
3 no support at home
4 transportation problems
5 childcare problems
6 work schedule
7 got a job
8 not learning enough/fast enough
9 problem with teacher/tutor/class
10 I met my goals
11 Other _____

11) Thinking back to when you started, what was your main reason for enrolling in these ABE classes?_____

12) Why was it important to you to **[REPEAT RESPONSE FROM Q. 11]**

13) Has participation in the ABE classes made a difference to you, or helped you make progress toward your goals?

1 Yes **[ASK Q. 14]** 2 No **[GO TO Q. 15a]** 3 Don't know **[GO TO Q. 15a]**

14) **[IF YES]** In what ways? _____

15a) **[ASK ALL]** What have you liked most about taking part in the adult education class?_____

15b) What have you liked least about taking part in the adult education class?_____

16) Since you started the ABE classes, have you enrolled in any other training or educational program?

1 yes **[ASK Q.17]** 0 no **[GO TO Q.18]**

17) **[IF YES]** What kind? _____

Where? _____
When? _____
How long? _____

## SECTION B: SOCIO-ECONOMIC BACKGROUND

18) Are you employed right now, either full-time or part-time?

1 YES, employed **[GO TO Q.21]** 0 NO, not employed **[ASK Q.19,20]**

**YES, EMPLOYED**

21) Is this the same job you had when you enrolled in the adult basic education program back in ___?

0 NO **[ASK Q. 24]**

1 Yes **[ASK Q. 22]**

**NO, NOT EMPLOYED**

19) Are you...

1. unemployed, looking for work **[ASK Q. 20]**
2. unemployed, not looking for work
3. unable to work due to health condition
4. homemaker
5. retired

**[IF ANSWERS 2-5, GO TO Q. 41]**

20. **[IF UNEMPLOYED, LOOKING FOR WORK]** How long have you been looking for a job?

1. less than 6 months
2. 6 months - 1 year
3. over 1 year

**[NOW GO TO Q. 41]**

**[NO, NOT SAME JOB]**

24) **[IF NOT SAME JOB]** What were the reasons you left that job_____

_____

_____

_____

_____

_____

25) Are you now employed...

1 full-time (36+ hr/wk)
2 part-time (up to 35 hr/wk)
3 employed but not at work due to illness, vacation, temporary layoff, strike etc.
4 self employed, full-time
5 self employed, part-time

26) Is this a permanent or temporary job?

1 permanent
2 temporary

**[YES, SAME JOB]**

22) Have there been any changes in working hours, pay rate, benefits or job responsibility?

1 Yes **[ASK Q. 23]**
0 No **[GO TO Q. 37]**

23) **IF CHANGES]** list any changes in work hours, pay rates, benefits, or changes in job responsibility since first interview **[GO TO Q. 37]**

_____

_____

_____

_____

_____

**[NOT EMPLOYED]**

**[EMPLOYED, NOT SAME JOB]**

27) What is your job? What sort of work do you do?
**[WRITE IN RESPONSE, THEN CODE]**

_____

_____

**[INTERVIEWER: DO NOT READ LIST--CODE OCCUPATION AND INDUSTRY]**

OCCUPATION:
5 Professional, Manager, Proprietors (e.g. business owners with over employees, RNs)
4 White Collar (e.g. secretaries, telephone operators, bookkeepers, mail carriers, retail-sales, clerks)
3 Skilled technical/technicians, craftspeople (e.g. automechanics, TV repairers, carpenters, electricians, LPNs, CNAs, x-ray technicians)
2 Semi-skilled (e.g. assembly line workers, welders, truck/van drivers, cabdrivers, bartenders, food/restaurant workers: cooks and waiters/waitresses)
1 Low-skilled (e.g. laborers, cleaners/janitors, dishwashers, hospital orderlies)

28) INDUSTRY:
1 Agriculture/mining
2 Construction
3 Manufacturing
4 Transportation, communication, public utilities
5 Wholesale/retail trade
6 Finance, business services (e.g. real estate, insurance, business machine repair)
7 Entertainment, recreational service (e.g. restaurant, motel)
8 Health tech services (e.g. hospital, nursing home)
9 Protective services (e.g. guards, police, firefighters)
10 Government
18 Other_____

29) How many hours per week do you usually work?
____ hrs.

**[EMPLOYED, SAME JOB - GO TO Q. 37]**

**[UNEMPLOYED - GO TO Q. 41]**

**[EMPLOYED, NOT SAME JOB]**

**[EMPLOYED, SAME JOB - GO TO Q. 37]**

**[UNEMPLOYED - GO TO Q. 41]**

30) What is your rate of pay? **[RECORD IN ANY OF THESE WAYS]**

| | | |
|---|---|---|
| Hourly | $_____/hour | |
| Part day | $_____ per part day of _____ | hours |
| Full day | $_____ per 8 hour day | |
| Weekly | $_____ per week | |
| Two weeks | $_____ per two weeks | |
| Other | $_____ for | |

_____

31) Does your job have any of the following benefits?

2 paid vacation
3 retirement plan
4 sick leave
5 health insurance plan **[ASK Q.32]**
1 no benefits
18 other _____
**[IF NO HEALTH PLAN, GO TO Q. 37]**

32) **[IF HEALTH PLAN]** Are you covered under this plan?

1 yes 0 no **[GO TO Q.37]**

33) **[IF YES]** Does your employer pay a portion of your insurance premium?

1 yes 0 no **[GO TO Q.35]**

34) **[IF YES]** Is this...
1 less than 1/2
2 more than 1/2, or
3 all of the premium?
19 don't know

35) **[IF MARRIED]** Does your health insurance cover your spouse?

1 yes 0 no

36) Does your health insurance cover your children/dependents?

1 yes 0 no

**[ASK ALL EMPLOYED]** I'm going to read some sentences about work. Thinking about your current job only, please tell me how much you agree or disagree with each sentence. Tell me if you strongly agree, agree, disagree or strongly disagree with each sentence. If you are undecided, please tell me so.

| | SA | A | UND | D | SD |
|---|---|---|---|---|---|
| 37) I am satisfied with my present job | 5 | 4 | 3 | 2 | 1 |
| 38) I have a lot of responsibility at work | 5 | 4 | 3 | 2 | 1 |
| 39) With my present skill level, I have no chance for promotion | 1 | 2 | 3 | 4 | 5 |

40) **[ASK ALL EMPLOYED]** Compared with when you started taking the ABE classes, how do you feel about your job -- about the same, worse or better?

1 about the same 2 worse 3 better

41) **[ASK EVERYONE]** Do you rely on anything (**[IF EMPLOYED]** other than your job) to help make ends meet, things such as gardening, trading, bartering, or selling things at the flea market?

1 yes 0 no **[GO TO Q.43]**

42) **[IF YES]** How important are these extra things to your survival? **[READ LIST IF NECESSARY TO PROBE FOR RESPONSE]**

5 not really important
4 somewhat important
3 pretty important
2 very important
1 only source of income

**[IF MARRIED]**

43) Is your wife/husband currently employed?
0 NO, not employed **[ASK Q.44]**
1 YES, employed **[GO TO Q.45]**

44) Is she/he . . .
1 unemployed, looking for work
2 unemployed, not looking for work
3 unable to work due to health condition
4 homemaker
5 retired
**[SKIP Q.45 AND 46; GO TO Q.47]**

45) **[IF SPOUSE EMPLOYED]** Is she/he employed. . .

1 full-time (36+ hr/wk)
2 part-time (up to 35 hr/wk)
3 employed but not at work due to illness, vacation, temporary layoff, strike, etc.
4 self employed, full-time
5 self employed, part-time

46) Is this a permanent or temporary job?
1 permanent 2 temporary

**[IF NOT MARRIED GO TO Q. 47]**

47) **[ASK EVERYONE]** Does your total household income include any of the following kinds of payments, right now or in the last year?

1 Food stamps
2 Aid to Families with Dependent Children (AFDC)
3 Unemployment pay
4 Worker's Compensation
5 JOBS program allowance/JTPA (this sometimes includes transportation, child care allowance, housing subsidies)
6 Supplemental Security Income (SSI)
7 WIC
8 Social Security (transfer payments--disability, veteran's, retirement, survivors)
9 None of the above
18 other _____
19 don't know

48) I'm going to read some yearly income ranges. Considering all sources of income, (including the ones we just talked about **[IF ANY CIRCLED]**), can you tell me the range that's closest to your total household income?

1 less than $ 5,000
2 $ 5,000 - $ 9,999
3 $10,000 - $14,999
4 $15,000 - $19,999
5 $20,000 - $24,999
6 $25,000 - $29,999
7 $30,000 or more

19 Don't know

SECTION C: FAMILY/HOME LIFE

Now I'd like to ask you some questions about your family and home life.

49) Are you living in the same home as last year when you were interviewed?

1 yes 0 no

50) Do you own your home, do you rent, or have some other arrangement? **[CIRCLE ONE]**

1 own 2 rent 18 other [e.g. subsidized or govt. housing, institutional]

51) How many people live in your home (including yourself)?

_____ adults _____ children 18 or under

**[IF CHILDREN IN HOME]**

52) Do you have children under 18 in your home who are...

1 in Head Start or preschool?
2 school?
3 both?
**[ASK Q. 53-61 IF ANSWERS 1-3]**

4 too young for either
5 already graduated from high school
6 dropped out of high school
**[ASK Q. 62 IF ANSWERS 4-6]**

**[IF CHILDREN IN SCHOOL, HEADSTART OR PRESCHOOL]**

53) In the last month, how often have you helped the children in your home with their school work?

1 Never
2 Rarely (once or twice)
3 Sometimes (three to five times)
4 Often (six times or more)

54) How often have you talked with them about school in the last month?

1 Never
2 Rarely (once or twice)
3 Sometimes (three to five times)
4 Often (six times or more)

55) How many times in the past year have you visited or called teachers about the progress of children in your home?

1 None
2 Once, twice, three times
3 Four or more times

56) Why would you call or visit your child's teacher? **[CIRCLE ALL REASONS GIVEN]**

1 To regularly check on his/her progress
2 If there are problems with her/his behavior or school work
18 Other (write in)_____
_____
_____

**IF NO CHILDREN IN THE HOME OR NO CHILDREN IN SCHOOL -GO TO Q. 63**

**[IF CHILDREN IN SCHOOL, HEADSTART OR PRESCHOOL]**

57) Do you attend school activities, other than sports?

1 yes **[ASK Q. 58, 59]** 0 no **[GO TO Q. 60]**

58) **[IF YES]** How many school activities, other than sports, have you attended in the last year?

1 None
2 One to three
3 Four or more

59) What kinds of school activities have you attended?

_____

_____

_____

60) Compared with when you started taking the ABE class, how do you feel your child/children is/are doing in school -- about the same, worse or better?

1 about the same 2 worse 3 better

61) Compared with when you started taking the ABE class, how do you feel about your relationship with your child/children - about the same, worse or better?

1 about the same **[GO TO Q. 62]** 2 worse 3 better

62) **[IF ANSWER TO Q. 60 IS "WORSE" OR "BETTER" ASK]** What changes in your relationship with your child/children have you seen since you've been enrolled in education classes? What do you think caused the changes?_____

_____

_____

**[IF NO CHILDREN IN THE HOME OR NO CHILDREN IN SCHOOL - GO TO Q. 63]**

63) **[CHECK Q. 3 and Q. 5 AND ASK ALL WHO SAID YES OR WHO HAVE CHILDREN IN THEIR HOME]** Since you were last interviewed, have you had any children drop out of school?

1 yes 0 no **[GO TO Q.64]**

**[IF YES, COMPLETE FOR EACH CHILD WHO DROPPED OUT SINCE LAST INTERVIEW]**

| | Years of school completed |
|---|---|
| Child #1 | |
| Child #2 | |
| Child #3 | |
| Child #4 **[IF MORE SPACE NEEDED, USE SEPARATE PAGE]** | |

**[ASK EVERYONE]** I am going to read you some more statements. Please tell me if you strongly agree, agree, disagree, or strongly disagree with each sentence. You may be undecided, and if so just tell me.

| | SA | A | UND | D | SD | N A |
|---|---|---|---|---|---|---|
| 64) A book is a good gift for a child | 5 | 4 | 3 | 2 | 1 | |
| 65) Reading gives a person ideas to share with other people | 5 | 4 | 3 | 2 | 1 | |
| 66) I have friends who have problems reading | 1 | 2 | 3 | 4 | 5 | |
| 67) People who can read will get a better job | 5 | 4 | 3 | 2 | 1 | |
| 68) **[IF MARRIED]** I have a good relationship with my spouse | 5 | 4 | 3 | 2 | 1 | 99 |
| 69) **[IF CHILDREN IN SCHOOL ASK Q.69-72]** Most of the time my children like school | 5 | 4 | 3 | 2 | 1 | 99 |
| 70) I am satisfied with how my children are doing with their school work | 5 | 4 | 3 | 2 | 1 | 99 |
| 71) I am satisfied with my children's behavior in school | 5 | 4 | 3 | 2 | 1 | 99 |
| 72) I expect my children to receive a high school diploma | 5 | 4 | 3 | 2 | 1 | 99 |

## SECTION D: ROSENBERG SELF ESTEEM ASSESSMENT

[ASK ALL] Now I'm going to ask you if you agree or disagree with a number of statements about yourself and your feelings. As before tell me if you strongly agree, agree, disagree, strongly disagree or if you are undecided. **[CIRCLE NUMBER UNDER ANSWER GIVEN]**

| | SA | A | UN | D | SD |
|---|---|---|---|---|---|
| 73) I feel pretty healthy most of the time. | 5 | 4 | 3 | 2 | 1 |
| 74) On the whole I am satisfied with myself. | 5 | 4 | 3 | 2 | 1 |
| 75) At times I think I am no good at all. | 1 | 2 | 3 | 4 | 5 |
| 76) I feel that I have a number of good qualities. | 5 | 4 | 3 | 2 | 1 |
| 77) I am able to do things as well as most other people. | 5 | 4 | 3 | 2 | 1 |
| 78) I feel I do not have much to be proud of. | 1 | 2 | 3 | 4 | 5 |
| 79) I certainly feel useless at times. | 1 | 2 | 3 | 4 | 5 |
| 80) I feel that I'm a person of worth at least on an equal level with others. | 5 | 4 | 3 | 2 | 1 |
| 81) I wish I could have more respect for myself. | 1 | 2 | 3 | 4 | 5 |
| 82) All in all I am inclined to feel that I am a failure. | 1 | 2 | 3 | 4 | 5 |
| 83) I take a positive attitude toward myself. | 5 | 4 | 3 | 2 | 1 |

84) Compared with when you started taking the ABE class, how do you feel about yourself -- about the same, worse or better?

1 about the same **[GO TO Q. 86]** 2 worse 3 better

85) **[IF WORSE/BETTER]** in what ways do you think you have changed ? _____

_____

_____

What do you think has caused these changes?_____

_____

_____

## SECTION E: POLITICS AND COMMUNITY INVOLVEMENT

Now I'd like to ask you a few questions about politics and your community.

86) Are you a registered voter?

1 yes 0 no **[GO TO Q. 88]**

87) **[IF YES]** Did you vote in the last presidential election?

1 yes 0 no

88) I'm going to read a list of clubs and organizations that some people belong to. Please tell me if you belong to one. **[CHECK BOX IF RESPONDENT BELONGS TO THE CLUB OR ORGANIZATION; FOR EACH YES, ASK]** How active are you in these activities? **[CIRCLE NUMBER UNDER ANSWER]**

| | | Very | Somewhat | Not Very | Not at all |
|---|---|---|---|---|---|
| church or synagogue | [ ] | 4 | 3 | 2 | 1 |
| fraternal lodges, veterans' or service organizations | [ ] | 4 | 3 | 2 | 1 |
| parent-teacher association, organization (PTA,PTO) | [ ] | 4 | 3 | 2 | 1 |
| labor unions | [ ] | 4 | 3 | 2 | 1 |
| youth groups (Scout Leaders, Little League Managers, etc.) | [ ] | 4 | 3 | 2 | 1 |
| neighborhood or community associations | [ ] | 4 | 3 | 2 | 1 |
| social or sports group | [ ] | 4 | 3 | 2 | 1 |
| other _____ | [ ] | 4 | 3 | 2 | 1 |

I don't belong to any club or organization [ ] 18

I'm going to read some more statements. Again, please tell me if you strongly agree, agree, disagree, or strongly disagree, or if you are undecided.

| | SA | A | UND | D | SD |
|---|---|---|---|---|---|
| 89) My community does not have good quality public schools | 1 | 2 | 3 | 4 | 5 |
| 90) My neighborhood is a safe place to live | 5 | 4 | 3 | 2 | 1 |
| 91) I am satisfied with my community | 5 | 4 | 3 | 2 | 1 |
| 92) I worry about environmental problems in my community | 5 | 4 | 3 | 2 | 1 |
| 93) I am more interested in what goes on in my own community than in the rest of the world | 1 | 2 | 3 | 4 | 5 |
| 94) I feel hopeful about the future | 5 | 4 | 3 | 2 | 1 |
| 95) As a citizen I can help bring about needed change in government | 5 | 4 | 3 | 2 | 1 |
| 96) Public officials don't show enough concern for ordinary people | 5 | 4 | 3 | 2 | 1 |

97) Do you see any changes in the way you feel about your community since when you were last interviewed?

1 yes **[ASK Q.98]** 0 no **[GO TO Q.99]**

98) What has changed? **[PROBE]** _____

_____

_____

What do you think has caused the changes? **[PROBE]** _____

_____

_____

## SECTION F: ACTIVITIES

Now I am going to ask you how often you do various activities. Some may not apply to you, but for those that do please tell me if you regularly do, sometimes do, rarely do, or never do them.

| HOW OFTEN DO YOU . . . ? | reg | some | rare | never | N/A |
|---|---|---|---|---|---|
| 99) use the public library | 4 | 3 | 2 | 1 | |
| 100) read magazines, newspapers, or books | 4 | 3 | 2 | 1 | |
| 101) **[IF CHILDREN AT HOME]** read books to your children | 4 | 3 | 2 | 1 | 99 |
| 102) **[IF CHILDREN AT HOME]** tell your children stories | 4 | 3 | 2 | 1 | 99 |
| 103) pay bills yourself | 4 | 3 | 2 | 1 | |
| 104) talk with neighbors | 4 | 3 | 2 | 1 | |
| 105) need to memorize things because you can't read well enough | 4 | 3 | 2 | 1 | |
| 106) **[IF MARRIED]** have arguments with your spouse | 1 | 2 | 3 | 4 | 99 |
| 107) attend community meetings | 4 | 3 | 2 | 1 | |
| 108) how often does your health keep you from doing things you want to do | 1 | 2 | 3 | 4 | |
| 109) talk politics with friends and family | 4 | 3 | 2 | 1 | |
| 110) **[IF EMPLOYED - NOT EMPLOYED GO TO Q. 115]** have problems understanding rules and regulations at work | 1 | 2 | 3 | 4 | 99 |
| 111) need to write on the job | 1 | 2 | 3 | 4 | 99 |
| 112) work with numbers on the job | 1 | 2 | 3 | 4 | 99 |
| 113) need to read to get your work done | 1 | 2 | 3 | 4 | 99 |
| 114) miss work because of illness | 1 | 2 | 3 | 4 | 99 |

115) Since you were last interviewed, have you seen any changes in your everyday use of reading, writing, or math?

1 yes **[ASK Q.116]** 0 no **[GO TO Q. 117]**

116) How has this everyday use changed for you? **[PROBE]**_____

_____

_____

What caused the change? **[PROBE]**_____

_____

_____

## SECTION G: PHYSICAL WELL BEING

Now I have some questions dealing with your physical well being.

117) Do you have any major physical or health problems at this time?

1 yes 0 no

118) Compared with when you started the ABE class, do you think your health is about the same, worse or better?

1 about the same 2 worse 3 better

119) Do you have a family doctor? 1 yes 0 no

120) Do you visit the local public health clinic? 1 yes 0 no

121) **[IF CHILDREN LIVING AT HOME]** Do you take your children to the doctor or public health clinic for shots and regular check-ups?

1 yes 0 no

122) How often do you go to the dentist?

1 never
2 only when needed
3 once a year
4 every six months
18 other _____
99 not applicable

123) **[IF CHILDREN LIVING AT HOME]** Do you take your children to the dentist for regular check-ups?

1 yes 0 no 99 N/A 18 children too young

124) Do you and your family have any medical insurance, or are you covered by Medicaid or Medicare? **[CHECK ALL THAT APPLY]**

1 no coverage **[GO TO Q.126]**
2 Medicare
3 Medicaid
4 Private health insurance
5 Employer-paid health insurance

125) Who is covered? **[CIRCLE NUMBER UNDER ALL ANSWERS GIVEN; IF NOT MARRIED OR NO CHILDREN, CIRCLE 99]**

| | COVERED | NOT COVERED | N/A |
|---|---|---|---|
| self | 1 | 0 | 99 |
| spouse | 1 | 0 | 99 |
| children or other dependents | 1 | 0 | 99 |

126) Compared with when you were last interviewed, would you tell me whether you feel about the same, worse or better about ...

| | ABOUT SAME | WORSE | BETTER |
|---|---|---|---|
| Your house or apartment | 1 | 2 | 3 |
| The city or neighborhood where you live | 1 | 2 | 3 |
| The community where you live | 1 | 2 | 3 |
| Our national government | 1 | 2 | 3 |
| **[IF EMPLOYED]** Your work | 1 | 2 | 3 |
| Your non-working activities, hobbies, and so on | 1 | 2 | 3 |
| Your religion | 1 | 2 | 3 |
| Organizations you belong to | 1 | 2 | 3 |
| **[IF MARRIED]** Your marriage | 1 | 2 | 3 |
| Your family life | 1 | 2 | 3 |
| Your friendships | 1 | 2 | 3 |
| Your health/physical condition | 1 | 2 | 3 |
| Your financial situation | 1 | 2 | 3 |
| Your life in general | 1 | 2 | 3 |

Respondent ID # _____

ABE-1 LONGITUDINAL STUDY: Follow-Up Information

YOUR NAME _____
first last

YOUR ADDRESS _____
street apt. #

_____
city state zip code

YOUR TELEPHONE NUMBER (___) ___ - _____ - (home)
(___) ___ - _____ - (work)

The University of Tennessee would like to do a follow-up interview in about a year with some of the people who complete this interview. Would you be willing to be interviewed again later?

[ ] Yes [ ] No [IF NO, END INTERVIEW]

[IF YES] In case you move in the next year or so, please give us the names and telephone numbers of two people with whom you will not lose touch, so that we can find you.

#1 NAME _____

ADDRESS _____
street apt. #

_____
city state zip code

TELEPHONE NUMBER (___) ___ - _____

How do you know this person? Circle: friend relative other_____

#2 NAME _____

ADDRESS _____
street apt. #

_____
city state zip code

TELEPHONE NUMBER (___) ___ - _____

How do you know this person? Circle: friend relative other_____

THANK YOU VERY MUCH FOR HELPING US WITH THIS STUDY. WE APPRECIATE YOUR TIME.